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ABSTRACT

Designed for use with youth offenders, this teacher's guide contains five modules on job survival skills. The module titles include the following: (1) motivation/orientation to job survival skills, (2) matching values, skills, and interests to jobs, (3) job seeking skills, (4) job getting skills, and (5) job maintaining skills. the first part of the guide lists the student performance objectives for each module. The second part contains module performance record sheets to be used to record student achievement of each module's performance objectives. The third part provides daily lesson plans (three to twenty days for each module). In addition to the lesson plans, a list of materials and equipment needed, performance objectives, teacher preparation activities, and handouts (e.g., worksheets) are provided. (JH)

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TEACHERS GUIDE (MODULES 1-5) FOR THE JOB SURVIVAL SKILLS CURRICULUM

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INSTRUCTOR'S RECORD BOOK

JOB SURVIVAL SKILLS PROGRAM

INSTRUCTOR'S RECORD BOOK

JOB SURVIVAL SKILLS PROGRAM

Introduction

This Record Book contains the following three parts:

1) Desired Student Outcomes

The Student Outcomes for each module in this Job Survival Skills Program are to be duplicated and handed out to students on Day 1 of the Module One. (See that day's lesson plan for details.)

2) Module Performance Records

These Records provide you with a means of recording which students achieve each module's performance objectives. Write students' names alphabetically in the column indicated, and check off the objectives each student achieves, according to the criteria specified for those objectives.

3) Notes To The Instructor

Each module in this Job Survival Skills Program contains specific instructional suggestions related to the module's content. The following are general instructional suggestions related to the overall Job Survival Skills Program:

a) Study each module's lesson plans thoroughly.

b) Note the modules are geared toward students reading at a 4th to 6th grade level, the average reading level of CYA wards as a whole. For example, the Janus Job Planner is designed for students with limited reading ability. For wards with a higher reading level, see the materials required section on page 7 of the guide and section III on page 8 for suggested alternatives.

c) During your lesson preparations, take notes as necessary on points covered in the materials presented, to assist you in following the instructional guidelines given in the module outlines. Also take notes during class discussions. Both sets of notes will be useful to you in reviewing each module and the overall program.

d) Encourage students to take notes if they choose.

e) Encourage students to keep a folder for all of the products they will work on during the course of the program (e.g., resume, personal data sheet, job application forms, Personal Action Plan). Tell them that these products will be useful to them when they are looking for work and actually working on the job. In fact, you might want to organize a set of folders or binders for them before they begin the program.

f) If possible, place the Job Survival Skills reference materials in the library or some other place where students can refer to them on their own outside of class.

g) Unless plans are made for the purchase of additional copies of the reference materials, you probably should not have students write in them, so that the materials may be reused.

h) Record on your module outlines any comments/reactions you have as you work through them with your students. Included should be your notes about any ways in which you had to modify the outlines in order to tailor them to your students' needs and your situation's learning conditions. A record of such notes will be helpful in any revisions of the modules, and in their future review and use.

STUDENT OUTCOMES

Module One: Motivation/Orientation to Job Survival Skills

Area 1 - General Overview of the Program and the Skills Involved

Student Outcome:

1. Students will be able to state the purpose of the Job Survival Skills Program and what they hope to gain from participating in it.

Area 2 - Examining Opportunities in the World of Work

Student Outcome:

1. Student will be able to state two jobs they would like to work at, chosen from among those presented in the module.

Module Two: Matching Values, Skills, and Interests to Jobs

Area 1 - Examining Personal Characteristics

Student Outcomes:

1. Given a Work Interest Inventory, students will be able to complete the inventory items, score the results according to directions and identify orally or in writing two work areas of interest to them as indicated by the results.

2. Students will be able to identify at least one job they would like to explore for each of the two-week interest areas listed in Objective 1 and explain how those jobs fit with their interests.

Module Three: Job Seeking Skills

Area 1 - Locating and Using Sources of Job Information

Student Outcomes:

1. Students will be able to state three sources of job information and describe one advantage and one disadvantage of each.

2. Students will be able to define commonly used classified ad abbreviations likely to be found in newspaper help wanted sections.

3. Students will be able to report on one occupation of interest to them.

Area 2 - Developing a Resume

Student Outcomes:

1. Students will be able to describe at least three skills they have acquired in their present institutional setting or

elsewhere which they could include in either the "education" or "work experience" sections of a resume.

2. Students will be able to prepare a resume describing their education, work experience, and other information typically included in a resume.

3. Students will be able to develop a personal data sheet which can be used as a reference when completing resumes and job application forms.

4. Students will be able to write a letter of application to accompany their resume when applying for a specific job.

Module Four: Job Getting Skills

Area 1 - Contacting Prospective Employers and Filling Out Application Forms

Student Outcomes:

1. Students will be able to list at least three items of information to obtain when arranging for an interview.

2. Given a list of 25 terms commonly found on employment application forms, students will be able to correctly match at least 80% of the terms with their meanings.

3. Students will be able to legibly and neatly complete at least two out of four employment application forms.

Area 2 - Participating in the Job Interview

Student Outcomes:

1. Given the scripts of two job interviews and a List of Rules for interviewing, students will be able to correctly identify at least 80% of the rules followed or broken by the interviewees.

2. Students will participate in a simulated interview and evaluate the strengths and weaknesses of their performance.

Module Five: Job Maintenance Skills

Area 1 - Communicating and Cooperating with Co-workers and Supervisors

Student Outcomes:

1. Students will be able to describe one on-the-job conflict with co-workers and at least one method which can be used to resolve it.

2. Students will be able to describe one on-the-job conflict with supervisors and at least one method which can be used to resolve it.

3. Students will be able to develop a Personal Action Plan indicating at least three actions which they as workers would take to help themselves adjust to a new working environment, co-workers, and supervisors; and describe the possible benefits of those actions.

MODULE PERFORMANCE RECORD

MODULE ONE

MOTIVATION/ORIENTATION TO JOB SURVIVAL SKILLS

	OBJECTIVES (Check off each objective achieved)	
Students' Names (alphabetically)	Area 1, Objective 1	Area 2, Objective 1
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

MODULE PERFORMANCE RECORD

MODULE TWO

MATCHING VALUES, SKILLS, AND INTERESTS TO JOBS

	OBJECTIVES (Check off each objective achieved)	
Students' Names (alphabetically)	Area 1, Objective 1	Area 2, Objective 2
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

MODULE PERFORMANCE RECORD

MODULE THREE

JOB SEEKING SKILLS

Students' Names (alphabetically)	OBJECTIVES (Check off each objective achieved)						
	Area 1			Area 2			
	1	2	3	1	2	3	4
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

MODULE PERFORMANCE RECORD

MODULE FOUR

JOB GETTING SKILLS

Students' Names (alphabetically)	OBJECTIVES (Check off each objective achieved)				
	Area 1			Area 2	
	1	2	3	1	2
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

MODULE PERFORMANCE RECORD

MODULE FIVE

JOB MAINTENANCE SKILLS

Students' Names (alphabetically)	OBJECTIVES (Check off each objective achieved)		
	Area 1		
	1	2	3
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Materials To Be Used In

MODULE I

Area	Day	Audio-Visual	Optional	Printed Materials	Optional
1	1			Copies of Program Outcomes	
1	2	Job Hunt film projector		Teachers Study Guide for Film Notes from Day 1	
2	1			Janus Job Planner	
				Turner Career Guidance Series	*
				How To Get A Job And Keep It	*
				Jobs In Your Future	*
				Master List of Jobs	*
				Materials of Employment in State	*

MODULE ONE

Table of Contents

	Page
Program Goal	1
Area 1 Goal and Performance Objective	1
Area 1 Daily Lesson Plans:	
Day 1	2
Day 2	4
Area 2 Goal and Performance Objective	6
Area 2 Daily Lesson Plans:	
Day 1	7

MODULE ONE

MOTIVATION/ORIENTATION TO JOB SURVIVAL SKILLS

Program Goal: To orient students to the Job Survival Skills Program and to help them begin to examine opportunities in the world of work.

Area 1 - General Overview of the Program and the Skills Involved

Area Goal: The goal of this area is to give students a general overview and understanding of the entire Job Survival Skills Program.

Performance Objective:

1. Students will be able to state the purpose of the Job Survival Skills Program and what they hope to gain from participating in it.

   Achievement of this objective requires students to give a brief response describing: (1) the purpose of the Job Survival Skills Program, and (2) what they hope to gain from participating in the Program. The response may be written or oral (to the instructor directly, or into a tape recorder).

   Acceptability of the response will be determined by the instructor, who will certify that it contains parts (1) and (2); and that the purpose stated in part (1) corresponds to the purpose described in the module.

Activities for Module One, Area 1

DAILY LESSON PLAN

DAY 1

Materials Required: Chalk and chalkboard
Copies of student outcomes (in Instructor's Record Book)

Teacher Preparation: (1) Familiarize yourself with the material you will be presenting to students.

(2) Make copies of the student outcomes (in Instructor's Record Book) to hand out to students.

1-2 minutes

I. Welcome students to the Job Survival Skills Program. State the purpose of the Program by reading or paraphrasing the following:

"The purpose of the Job Survival Skills Program is to help you develop job-seeking and job-keeping skills which will help you find and keep a job after you leave this facility."

However, emphasize to students that learning the skills to be taught in the Program will not guarantee them a job.

10 minutes

II. Describe for students (a) the structure of the Program, (b) the types of instructional methods to be used, and (c) the skill areas to be covered. Include the following in your discussion:

A. Structure Of The Job Survival Skills Program. Tell students the number of weeks the Program will cover, and the number of hours per day in class. Also tell them that there may be a few brief homework assignments.

B. Instructional Methods To Be Used In The Program. Tell students that a variety of instructional methods will be used, including a film, filmstrips, tape cassettes, workbook activities, some reading, discussion, brief lectures, role play, independent work, and activities in pairs or small groups.

C. Skill Areas To Be Covered In The Program. Explain to students that each of the five modules in the Program covers a separate topic, and that each topic is broken down into two skill areas (except for topic five).

Paraphrase or read to students the following description of each module topic and skill areas covered in each:

Module One: Motivation/Orientation to Job Survival Skills
- Area 1 - General Overview of the Program and the Skills Involved
- Area 2 - Examining Opportunities in the World of Work

Module Two: Matching Values, Skills, and Interests to Jobs
- Area 1 - Examining Personal Characteristics
- Area 2 - Making Career and Life Decisions

Module Three: Job Seeking Skills
- Area 1 - Locating and Using Sources of Job Information
- Area 2 - Developing a Resume

Module Four: Job Getting Skills
- Area 1 - Contacting Prospective Employers and Filling Out Application Forms
- Area 2 - Participating in the Job Interview

Module Five: Job Maintenance Skills
- Area 1 - Communicating and Cooperating with Co-Workers and Supervisors

If you prefer, read to students the goal statement for each skill area.

Answer any questions students have about the structure, instructional methods, or skill areas covered in the Program.

15 minutes

III. Have the group take turns describing (1) any jobs they have held before, (2) any problems they had finding jobs, (3) any problems they had on the job, and (4) why they left their jobs. Tell them to be as specific as possible in describing their experiences.

A. If you do not think the entire group will take part, ask for volunteers. Or ask students to write down brief responses to items (1)-(4) and hand their papers in to you for discussion (allow approximately five minutes for this). Tell students to indicate if they wish their papers to be anonymous.

B. Lead a discussion of the students' experiences, listing them on the board if you choose. Take brief notes for yourself, to use in reviewing this area for students tomorrow. In the discussion, try to identify any problems common to the majority of the students.

10 minutes

IV. Ask students to describe what they hope to gain from participating in the Job Survival Skills Program and lead a discussion of their responses. Write their responses on the board if you like. Take brief notes on their responses to use in reviewing this area for students tomorrow.

5 minutes

V. Explain to students that for each skill area, there are one or more desired student outcomes. These are things that it is hoped students will know or be able to do after they have participated in the activities for each skill area.

Give each student a copy of the student outcomes for the Program. Tell them that this list is for their reference, so that they will know what they will be learning as they go through the Program. If you feel it would be helpful, read through the list with the students or allow them several minutes to read through the list on their own. Answer any questions they have.

DAY 2

Materials Required:

Chalk and chalkboard
"Job Hunt" (film) and accompanying Teacher-Study Guide
Film projector
Your notes from Day 1 on (1) students' reported experiences and problems in job hunting and on-the-job, and (2) students' comments on what they hope to gain from participating in this Program.

Teacher Preparation:

(1) Go over the lesson plan for today and familarize yourself with the material to be covered.

(2) Arrange to have use of a film projector for this class period and make sure you know how to operate the projector.

(3) Review your notes from Day 1 (specified above under "Materials Required") and prepare your summary and review comments as specified in point II below.

1-2 minutes

I. A. Preface the showing of the film "Job Hunt" by explaining to students that the film they are about to see demonstrates the steps involved in job hunting, including things to do and things not to do in each step. Encourage students to pay close attention to the film, as they will be discussing it afterwards.

15 minutes

B. Show the film "Job Hunt" (running time approximately 15 minutes).

10 minutes

C. Lead a discussion of the film. If you like, use the suggested questions for post-showing discussion which are included in the three-page Teacher-Study Guide accompanying the film. Emphasize the film's main points; if you like, make copies of the Summary of Main Points as Given in the Film (page 3 of the Teacher-Study Guide) and hand them out to the students.

In summary, emphasize the qualities that employers look for in employees: dependability, neatness, serious attitude toward work, and enthusiasm. Also emphasize that looking for a job is not easy and that everyone gets turned down sometimes, so not to give up if it takes some time to get a job they want.

5 minutes

II. Review for students the purpose of the Job Survival Skills Program and the material they have covered in the last two days. Include a summary of the descriptions students gave during Day 1 of their own job-hunting experiences and problems they encountered in job hunting or on the job. Also summarize the comments they made during Day 1 on what they hope to gain from participating in the Job Survival Skills Program.

10 minutes

III. Have students meet the requirements of Objective 1, as outlined on page 1 of this guide. Record in the Instructor's Record Book which students achieve the objective.

Area 2 - Examining Opportunities in the World of Work

Area Goal: The goal of this area is to help students examine opportunities in the world of work.

Performance Objective:

1. Students will be able to state two jobs they would like to work at, chosen from among those presented in the module.

   Achievement of this objective requires students to briefly describe (1) two jobs they would like to work at; and (2) why they would like to work at each job. The description may be written or oral (to the instructor directly, or into a tape recorder).

   The instructor will certify that the description contains elements (1) and (2) specified above, and that the jobs are among those presented in the module.

Activities for Module One, Area 2

DAILY LESSON PLAN

DAY 1

Materials Required:	Chalk and chalkboard
	Janus Job Planner
(Optional)	Turner Career Guidance Series (and teacher's guide)
(Optional)	How To Get A Job And Keep It
(Optional)	Jobs in Your Future
(Optional)	The Jobs Book
(Optional)	Master list or chart of jobs, as specified under point III below.
(Optional)	Materials on employment opportunities in the State (see IV below).

Teacher Preparation:

(1) Familiarize yourself with the material to be covered.

(2) Make sure you have available enough copies of the materials required.

(3) (Optional) Make the master list or chart of jobs as specified under point III below.

(4) (Optional) Ask the State Employment Security Department to provide you with materials on employment opportunities in the State. Make copies of the relevant materials to hand out to students for discussion and their future reference.

30-35 minutes

I. A. Explain to students that there is a wide variety of jobs in the world of work, and that the goal of this area is to help them examine opportunities in the world of work.

B. Have students read "Eight Kinds of Work" on pages 13-15 in Janus Job Planner. Have them read silently or take turns reading a paragraph or two aloud. If you prefer, have students listen or read along as you read each section to them. Tell students to stop at the end of each of the eight sections (Clerical, Sales, Service, etc.) and write down for each section their answers to the two questions immediately preceding the "Eight Kinds of Work." Tell them that this is for their own information only and will not be turned in to you, but that it will be helpful to them in achieving the desired student outcome for this area.

Also tell students that if they would like more information on jobs in any of the eight categories, to turn to the "Janus Job Guide" on pages 75-88 of Janus Job Planner. Go over with them the introduction to that guide and answer any questions they have about using it.

10 minutes — II. Have students complete the requirements of Objective 1, as outlined on page 6 of this guide. Record in the Instructor's Record Book which students achieve the Objective.

(Optional) — III. To supplement the jobs presented in Janus Job Planner, additional job lists and descriptions are presented in: Turner Book 1, p. 9, 19, 26, 29, 31, and 45; Turner Book 2, p. 3-5, 7, 11-12, 20, 23, 33-35, and 39; Turner Book 3, p. 13 and 37; Turner Book 4, p. 11 and 43; Turner Book 6, p. 21; How To Get A Job And Keep It, p. 19-20; Jobs In Your Future, p. 15 and 28-36; and The Jobs Book, p. 18-19. You may wish to make a master list or chart including jobs and descriptions from all of these sources for easy reference.

(Optional) — IV. Discuss with the class the materials you received from the State Employment Security Department. Give students copies of relevant materials on employment opportunities for young adults. If you decide to use this option, spend fewer minutes on III above.

Materials To Be Used In

MODULE II

Area	Day	Audio-Visual	Optional	Printed Materials	Optional
1	1			Succeeding in World of Work	
				Occupational Essentials (Inst. Guide)	
				Job Planner (Student Workbooks)	
1	2			Job Planner (Student Workbooks)	
				Jobs List Handout (p. 6)	
1	3	"Self-Concept and Employment (Singer Series) filmstrip and Series) filmstrip and tape # 4	*	Job Survival Skills Program (Singer) Workbook and Instructions Manual	*
		Filmstrip Sound Projector			

MODULE TWO

Table of Contents

	Page
Program Goal	1
Area 1 Goal and Performance Objective	1
Area 1 Daily Lesson Plans:	
Day 1	2
Day 2	3
Day 3	4
Module Two Handout (Jobs List)	6
Module Two, Area 1 Worksheet	7

MODULE TWO

MATCHING VALUES, SKILLS, AND INTERESTS TO JOBS

Program Goal: To acquaint students with the importance of using self exploration as a basis for making career decisions.

Area 1 - Examining Personal Characteristics

Area Goal: The goal of this area is to help students identify and examine their job-related interests so that they can select career options to explore which are most closely related to their personal characteristics.

Performance Objectives:

1. Given a Work Interest Inventory, students will be able to complete the inventory items, score the results according to directions and identify orally or in writing two work areas of interest to them as indicated by the results.

   Achievement of this objective requires students to complete, score, and chart as directed the Work Interest Inventory provided in the Janus Job Planner workbook. Using the chart developed from the inventory results, students will identify, orally or in writing, the two work areas in which the greatest interest has been indicated.

   Achievement of the objective will be determined by the instructor who will certify that the student has (1) completed all items on the inventory, (2) scored the inventory correctly and graphed the results on the chart provided, and (3) has correctly identified from his/her chart the two work areas in which the greatest interest has been indicated. Task (3) may be accomplished orally or in writing.

2. Students will be able to identify at least one job they would like to explore for each of the two work interest areas listed in Objective 1 and explain how those jobs fit with their interests.

   Achievement of this objective requires students to (1) review a list of jobs organized by work interest categories, concentrating on the two categories identified in Objective 1; (2) select one job in which they have an interest from each of the two categories; and (3) list at least three characteristics of each job that indicate how it fits with their work interests.

   Achievement of this objective will be determined by the instructor who will certify that the student has (1) chosen one job for each category, and (2) listed for each job three characteristics that indicate the relationship between the specific job and the interest area.

Activities for Module Two, Area 1

DAILY LESSON PLAN

DAY 1

Materials Required:

Succeeding in the World of Work (one copy for your reading)
Occupational Essentials Instructor's Guide (for your reading)
Job Planner workbooks

Teacher Preparation:

(1) Read over the Work Interest Inventory found on page 6 in the Job Planner student workbook. Be sure that you understand the procedures for scoring the inventory.

(2) Read pages 111-119 in the text for Succeeding in the World of Work. This reading provides background information on interests and values, and will help you in preparing a mini-lecture to introduce these topics to students.

(3) Read the section entitled "Preparation" on page 1 of the Occupational Essentials Instructor's Guide.

20 minutes

I. Introduce the students to the concept of work interests as they relate to job choice. You may read or paraphrase appropriate sections of the paragraph from page 1 of the Occupational Essentials Instructor's Guide as a lead into your discussion. The last sentence of this paragraph is "There are seven areas which you should look at before deciding what kind of job you want." List the seven areas on the board. They are: (1) Education, (2) Extra-curricular School Activities, (3) Personal Data, (4) Job Experience, (5) Hobbies, (6) Health, and (7) Occupational Choice.

Paraphrase: In the next set of lessons we are going to be looking at three of these areas, extra-curricular school activities, job experience, and hobbies. We'll group these three categories under the heading of interests. Your interests include those things you like to do most, such as your hobbies, sports you like to watch or participate in, or places you like to go in your spare time. There are many tests or "inventories" you can take to help you identify what your major interests are and what types of jobs are associated with those interests. Turn to page 13 of your Job Planner workbook to see how some of the many types

of jobs are grouped. (Read the paragraphs introducing each category.) Look through the jobs listed under each category. Put a line under all the jobs listed that you think would be of interest to you. (Ask students who wish to tell the class what jobs they have underlined and why.)

20 minutes — II. Next, have students turn to page 8 in the Job Planner workbooks. Tell students that they will now fill out a work interest inventory for their own use. Make sure that all students understand the directions for completing the inventory. Those who are able to may complete the inventory on their own. You may have to read each item to those students who have reading difficulties. Work with these students in separate group.

If time permits, have students begin scoring the results of their inventories.

DAY 2

Materials Required:
Area 1 Worksheet
Job Planner workbooks
Job List handout

Teacher Preparation:

(1) Be sure that you understand the procedures for scoring the Work Interest Inventory.

(2) Duplicate copies of the Area 1 worksheet found on page 7 of this guide.

(3) Review the procedures and criteria for meeting the requirements of Objectives 1 and 2 as outlined on page 1 of this guide.

15-20 minutes — I. Have Students score and graph the results of their Work Interest Inventories, following the directions given on pages 11 and 12 of the Job Planner workbook.

Pass out copies of the Area 1 worksheets and the Jobs List handout.

5 minutes — II. Have students fill in the information requested under (1) on the Area 1 worksheet.

15-20 minutes — III. A. Have students look over the Jobs List handout. Tell them to locate the two work interest areas they identified in Objective 1 and read the jobs listed under each of them.

B. Read or paraphrase the following directions to students:

Find the lists for the two areas in which you have the most interest (as indicated by the results of the Interest Inventory). Look through the lists one at a time. Circle one job in each list that you think you would like or want to know more about.

C. Have students fill in the information requested under number (2) of the Area 1 worksheet.

D. If time permits, have students complete number (3) of the Area 1 worksheet. Students may have chosen jobs which they know very little about. To help them in completing this item of the worksheet, refer them to the Occupational Outlook Handbook or to the Dictionary of Occupational Titles (if available). For students who have reading difficulties, you may want to either read descriptions of the jobs to them, or have them discuss the characteristics of the jobs with you or other students. The information requested under number (3) of the worksheet will not require much research or writing. You may, however, find it necessary to allow students with writing difficulties to report the information orally.

If there is not sufficient time to complete this exercise in class, you may assign it as homework (be sure to specify the date by which homework will be done) or complete the exercise during the next class period.

DAY 3

Materials Required:
Area 1 Worksheets
Singer Job Survival Skills Program workbooks and Instruction Manual (optional)
"Self-Concept And Employment" -- Singer Filmstrip 4 (optional)

Teacher Preparation:

(1) Look over the discussion questions below. Add other questions to the list as appropriate.

(2) Preview Filmstrip 4, tape 4 from Singer Job Survival Skills Program, "Self-Concept and Employment."

(3) Read pages 72-73 of the Singer Instructor's Manual and pages 34-35 of the Singer workbook.

15-20 minutes

I. Discussion: Use this day as a wrap-up session. Answer student questions on the previous activities. You may want to use questions such as the following to stimulate discussion:

How do you feel about taking the Work Interest Inventory? Do you think the rest of the results of the Inventory give an accurate picture of your true interests?

Do you feel that knowing what your interests are will help you to get a job you will enjoy doing? Why or why not?

What are some other personal characteristics you should consider when looking for a job? (These may include such things as work environment preferences, lifestyle preferences, skills, education, physical characteristics, etc.)

(Complete the day with the exercises listed either under II or III.)

20 minutes

II. Follow the directions given on pages 72-73 of the Singer Job Survival Skills Program Group Leader's Instruction Manual. Eliminate item 4b from the instructions.

20 minutes

III. Show the filmstrip "Self-Concept and Work." Conduct a wrap-up session encouraging students to discuss what they have learned about themselves and the importance of knowing personal characteristics.

IV. Collect the Area 1 worksheets. You will use these worksheets to certify that students have completed the requirements of Objectives 1 and 2 for Module Two. See page 8 of this guide for directions for recording student achievement of these objectives.

Jobs List (by interest areas)

Clerical
Telephone operator
Computer operator
Secretary
Bank clerk
Stock clerk
Bookkeeper

Service
Waiter or waitress
Plumber
Lawyer
Beautician or barber
Flight attendant
Custodian
Gardener
Gas station attendant
Firefighter
Police officer
Postal worker
Bellhop
Lifeguard

Driving/Operating
Truck Driver
Taxi driver
Bus driver
Ambulance driver
Factory machine operator

Caring/Helping
Nurse
Dental assistant
Hospital attendant

Sales
Cashier
Gas station attendant
Door-to-door salesperson

Physical
Stock clerk
Carpenter
Telephone installer

Mechanical/Repairing
Auto mechanic
Welder
Carpenter
Telephone installer
Electrician
Plumber

Creative
Baker
Tailor
Draftsperson
Photographer
Florist
Dressmaker

Module Two
Area 1 Worksheet
(Objectives 1 and 2)

Work Interest

(1) Fill in the scores from your Work Interest Inventory for each of the following areas:

Clerical	_____	Driving/Operating	_____
Sales	_____	Mechanical/Repairing	_____
Service	_____	Caring/Helping	_____
Physical	_____	Creative	_____

Which two areas do you have the most interest in according to the results of your inventory? (Which two areas got the highest scores?)

_____ and _____
Area 1 Area 2

(2) What two jobs from your Jobs List did you circle?

_____ and _____
Job 1 Job 2

(3) List three characteristics of each job that show how the job fits with your interests:

Job 1

a) _____

b) _____

c) _____

Job 2

a) _____

b) _____

c) _____

Materials To Be Used In

MODULE III

Area	Day	Audio-Visual	Optional	Printed Materials	Optional
1	1	"The Agency Interview"		Getting A Job (Instructions Manual)	
		Tape #2 from Getting A Job		Getting A Job (Student Record Book)	
		Cassette Player		Jobs In Your Future (Student/Teacher Copies)	
				Jobs In Your Future (Inst. Guide)	
				The Jobs Book: How To Find and Keep A Job	*
1	2			Be Informed On Finding A Job	
				List of Advantages/Disadvantages (p. 23-25)	
1	3			Using The Want Ads Copies of Ads A-G p. 33-35	
				Using The Want Ads: Key to Help Wanted Abbreviations p. 28	*
				Be Informed On Getting A Job	*
				Jobs In Your Future	*
				How To Get And Keep A Job	*
				The Job Book: How To Find And Keep A Job	*
1	4			Occupational Outlook Handbook	
				Turner Books - 4, 5, & 6	*
				Occupational Essentials	*
				Janus Job Planner	*
				Copies for Students of II - B from Occupational Outlook Handbook	*

Materials To Be Used In

MODULE III
(continued)

Area	Day	Audio-Visual	Optional	Printed Materials	Optional
2	1	"Packaging Your Skills" Filmstrip/Sound Projector		Job Survival Skills (Inst. Manual)	
				Job Survival Skills (Workbooks)	
				Occupational Essentials (Booklet)	*
2	2			Occupational Essentials (Inst. Guide)	
				Occupational Essentials (Workbook)	
				Dictionary Available	
				Be Informed On Finding A Job	*
				How To Get A Job And Keep It	*
				Activities For Succeeding In World of Work	*
				Occupational Essentials (Workbook)	*
2	3			Occupational Essentials (Inst. Guide)	
				Occupational Essentials (Workbook)	
				Job Survival Skills p. 101-105	*
				How To Get A Job And Keep It	*
				Turner Book #4	*
				Turner Book #6	*
2	4			Occupational Essentials (Inst. Guide)	
				Occupational Essentials (Workbook)	
				Dictionary Available	
				Help Wanted Sections From Local and Metropolitan Newspapers	*

MODULE THREE

Table of Contents

	Page
Program Goal	1
Area 1 Goal and Performance Objectives	1
Area 1 Daily Lesson Plans:	
Day 1	3
Day 2	5
Day 3	7
Day 4	10
Area 2 Goal and Performance Objectives	14
Area 2 Daily Lesson Plans:	
Day 1	16
Day 2	17
Day 3	20
Day 4	22
Advantages and Disadvantages of Various Job Information Sources	25

MODULE THREE

JOB SEEKING SKILLS

Program Goal: To help students develop a variety of job-seeking skills, including locating and using sources of job information, and developing a resume and letter of application.

Area 1 - Locating and Using Sources of Job Information

Area Goal: The goal of this area is to help students develop skills in locating and using sources of job information.

Performance Objectives:

1. Students will be able to state three sources of job information and describe one advantage and one disadvantage of each.

   Achievement of this objective requires students to list three sources of job information; and then to briefly describe at least one advantage and one disadvantage of using each source. The three sources listed, and the advantages and disadvantages, should come from among those discussed in the module. Students may achieve this objective in writing, orally to the instructor, or orally into a tape recorder.

   The instructor will certify that the three sources are among those discussed in the module, and that the student has described one advantage and one disadvantage of using each (also from those discussed in the module).

2. Students will be able to define commonly used classified ad abbreviations likely to be found in newspaper Help Wanted sections.

   Achievement of this objective requires students to write correct definitions for seven of ten classified ad abbreviations discussed in the module.

   The instructor will certify that the student has correctly defined seven of the ten abbreviations. Students who do not correctly define seven abbreviations on the first try may study the appropriate section of the module and try again with ten different abbreviations. The instructor will tell students the correct definitions for any abbreviations they do not define correctly.

3. Students will be able to report on one occupation of interest to them:

   Achievement of this objective requires students to research the occupation in the Occupational Outlook Handbook and give a brief (less than five minutes) oral report on it. The report should include: (1) a description of at least two

tasks performed by people in the occupation; (2) a description of the education, training, or other requirements necessary for working in the occupation; and (3) a description of the employment outlook for the occupation. The oral report may be given to the entire class, to the instructor individually, or into a tape recorder.

Students may write their reports if they do not want to give them orally. The instructor will certify that the report contains parts (1), (2), and (3) specified above, and that the information in each part is accurate (e.g., comes from the most recent available edition of the Occupational Outlook Handbook).

Activities for Module Three, Area 1

DAILY LESSON PLAN

DAY 1

Materials Required:
Chalk and chalkboard
Cassette tape player
Tape 2, "The Agency Interview," from Getting A Job
Instructor's Guide for Getting A Job
Student Record Books for Getting A Job (one for yourself and one for each student)
The Jobs Book (enough copies for yourself and each student)

Teacher Preparation:

(1) Familiarize yourself with the material to be covered.

(2) Make sure you have a cassette tape player available for use in class this period.

(3) Make sure you have available the appropriate number of copies of all the required materials.

(4) Familiarize yourself with the material under II on Day 4 of this module and decide if you want to follow the option described in II.C.2. of the Day 4 Lesson Plan.

5 minutes

I. Introduce this area to students by explaining that the goal of this area and its activities is to help students develop skills in locating and using sources of job information.

20 minutes

II. A. Give each student a copy of the Student Record Book from Getting A Job. Tell them to turn to the page titled "The Agency Interview" (page 3) and tell them that as they listen to the tape you are about to play, they will be told when to answer each question on that page. Also tell them that answering the questions will help them learn the information presented, but you will not collect their papers or ask for their scores.

B. Play Tape 2, "The Agency Interview," from Getting A Job. The tape runs for approximately 15 minutes. It includes information on both public and private employment agencies, and explains the great variety of services offered by state employment service departments. It also discusses how to present yourself in order to get the most out of an employment agency interview.

Note: The second "man" referred to in question 5 part b. in the Student Record Book is actually a woman. You might want to point out to students that although the basic content of the tape is informative, the tape displays sex bias by always having the narrator refer to a person looking for a job as "he."

C. Lead any discussion of the information covered in the tape which you or students feel is necessary. Review with students the features of the state employment services which are identified in question 3 in the Student Record Book. Point out that all of these features are <u>advantages</u> associated with using the state employment service.

20 minutes

III. A. Have students read, silently or taking turns aloud, "The Private Employment Agency" on page 64 in <u>The Jobs Book</u>. If you prefer, have students listen or follow along in their books as you read this section to them.

B. Then have students read, or you read to them, the section under "What Must Luis Pay?" on page 65. Go over the table of fees shown on that page; and make sure that students understand what each heading means, and how to use the table.

C. Have students work on the three problems given under "Try These" on page 65. You may want to divide students into groups of two or more, and have them work on the problems in their small groups. At the end of the time you allot for this (probably a maximum of 10 minutes), you could have each group report its answers, and you could then identify the correct answers and discuss why they are correct.

Note: The correct answers for the three problems are:

1. $214.50
2. $260.00
3. 60% and $286.00

You may prefer to have the individual students work on solving the three problems on their own, and either turn in their answers to you for checking, or check their own answers against the correct answers which you write on the blackboard.

Whichever you choose, provide assistance to students as needed.

After students have completed the three problems and you have gone over the correct answers, answer any further questions students have, related to this activity. Point out to students that having to pay a fee can be a disadvantage of working with a private employment agency. Emphasize that it is important to be sure you understand the fees charged by any private employment agency with which you are planning to work.

(Optional) IV. If you decide to follow the option described in II.C.2 of the Day 4 lesson plan, you will need to modify today's time allotments in order to allow 5-10 minutes at the end of class to go through items II.A. and B. (from Day 4) with students today.

DAY 2

Materials Required:
Chalk and chalkboard
Be Informed On Finding A Job (enough copies for yourself and each student)
List of advantages and disadvantages of various job information sources (in this guide)

Teacher Preparation:
(1) Familarize yourself with the material to be covered.

(2) Make sure you have available the appropriate number of copies of Be Informed On Finding A Job.

(3) Go over the list of advantages and disadvantages of various job information sources (p. 23-25 in this guide) and add any additional ones you can think of. If you like, make enough copies of the list to hand out to students.

25-30 minutes I. A. Present to students the material in Chapter 2, "The state employment service" and Chapter 3, "Looking for work" on p. 7-13 in Be Informed On Finding A Job. These chapters discuss approximately a dozen sources of job information and ways to find jobs. You may want to have students read these chapters themselves, either silently or taking turns aloud. Or you may prefer to read the material to students and have them follow along in their books, or to give students a brief lecture on the material.

B. Lead a discussion of each job information source discussed in the text, and answer any questions students have. Also discuss the parole office as a source of job information, and emphasize to students that parole agents very often know which employers in their area will hire former CYA wards.

C. To structure the discussion, refer to the list of job information sources on p. 25-27 in this guide. List each source on the board and lead a discussion of the advantages and disadvantages associated with using each of them. Encourage students to think of advantages and disadvantages for each. You may want to hand out copies of the list on p. 25-27, to stimulate students' thinking.

You may also choose to split students into small groups and have each group write down all the advantages and disadvantages its members think of. Then reassemble the entire class and have each group report its advantages and disadvantages for each source. Work on one source at a time and add any additional points which you yourself think of or which are included in the list in this guide. (See p. 9 of the 1976-77 edition of the Occupational Outlook Handbook for additional discussions of a few of the job information sources on that list.) Write on the board all of the advantages and disadvantages which come up in the discussion. Make sure you list at least one advantage and one disadvantage for each source.

C. If you made copies of the list in this guide but did not hand them out at the beginning of the discussion, hand them out to students now for their future reference. Give them a few minutes to add to that list any additional points which came up during the class discussion and which you wrote on the board.

10 minutes

II. Have students complete the requirements of Objective 1 for this area, according to the procedure described on p. 1 of this guide. Record in the Instructor's Record Book which students achieve the Objective.

5 minutes

III. Also discuss with students the material under "Other ways to learn about jobs" on p. 28-29 in Be Informed On Finding A Job. This brief section discusses using a letter or postcard to request

job-related information from companies, unions, and government agencies.

DAY 3

Materials Required: Chalk and chalkboard

(Copies for yourself and each student)
- Be Informed On Getting A Job (optional)
- Jobs In Your Future (optional; xerox p. 52-53 for students)
- How To Get A Job And Keep It (optional)
- Turner Book 4 (optional)
- The Jobs Book: How To Find And Keep A Job (optional)

(Optional)
- Using The Want Ads
- Copies of Ads A-G on p. 33-35 of Using The Want Ads
- Copies for students of the "Key to Help-Wanted Abbreviations" on p. 28 of Using The Want Ads.

Teacher Preparation:

(1) Familiarize yourself with the material to be covered.

(2) Make sure you have available the appropriate number of copies of all the required materials.

(3) Make copies of Ads A-G from p. 33-35 of Using The Want Ads.

(4) (Optional) Make copies of the "Key to Help-Wanted Abbreviations" on p. 28 of Using The Want Ads.

(5) Decide which activities you will have students complete during II.B. below.

5 minutes

I. Introduce the topic of defining Want Ad abbreviations by reading or paraphrasing for students the information presented in the first four paragraphs under "Playing Detective" on p. 10 of Using The Want Ads.

15-20 minutes

II. A. Emphasize to students that it is important for job seekers to be able to define Want Ad abbreviations, in order to understand what the ads mean.

B. To give students practice in figuring out the definitions for a variety of Want Ad abbreviations, choose as many of the following activities as you like, and have students complete them:

1. "Shortened words" on p. 32 in Be Informed On Finding A Job.

2. "Reading the Want Ads" on p. 52-53 in Jobs In Your Future. (Xerox copies for students.)

3. Exercises 3 and 4 on p. 15-17 in How To Get A Job And Keep It.

4. "Abbreviations" on p. 5, and "Want Ad Abbreviations" on p. 19 in Turner Book 4.

5. "Reading the Ads" on p. 28-30 in Using The Want Ads.

6. "Help Wanted!" on p. 56-57 of The Jobs Book: How to Find and Keep a Job.

Go over with students the directions for each activity you assign, and make sure that students understand the directions. You may want to assign some activities as homework, to be turned in the next day. Or you may want to have students complete all of the assigned activities in class today. You may want students to work alone on the activities, or you may prefer that they work in small groups of two or more.

Whatever method you decide to use, answer any questions students have about how to complete the activities, and provide assistance as needed. If you like, hand out to students copies of the "Key to Help-Wanted Abbreviations" from p. 28 of Using The Want Ads, for the reference in completing the assigned activities. After students have completed the assigned activities, check them for students or tell students the correct answers or write them on the board and have students check their own. Lead any discussion which is required.

15 minutes III. A. If you had students complete activities under II.B. in class today, and if time allows and you feel that students have had sufficient practice in defining Want Ad abbreviations, have students complete the requirements of Objective 2, as specified on p. 1 of this guide. If you handed out copies of the "Key to Help-Wanted Abbreviations," tell students not to look at that as they complete the requirements of Objective 2. If you feel it is necessary, collect the keys from students and keep them until work on this Objective is completed.

B. If you assigned activities from II.B. as homework to be turned in the next day, have students complete the requirements of Objective 2 after they have turned in their homework and it has been checked and discussed (Day 4).

C. Whether you use method A. or B., use the following procedure in having students complete the requirements of Objective 2:

1. Make copies for students of Ads A-G on p. 33-35 of Using The Want Ads.

2. Choose two or more of Ads A-G, whichever ones you like, but make sure that the ads you choose contain a total of ten different abbreviations. Tell students to write the work each abbreviation stands for on the line next to the abbreviation.

3. Check students' answers. For students who do not correctly define at least seven of the ten abbreviations, choose two or more different ads for them to work on from Ads A-G, again making sure that the ads contain ten different abbreviations.

4. Check the answers for the students who go through the second round of abbreviations as described in 3 above. Students who do not correctly define at least seven of the ten abbreviations on the first and second round do not achieve the objective. Record in the Instructor's Record Book which students achieve the Objective.

5. Make sure that you tell students the correct definitions for any abbreviations they do not define correctly, and have them write down the correct definitions. Make sure that students understand the correct definitions.

IV. (Optional) The following contain supplementary materials related to using the Want Ads (e.g., how Classified Ad Sections are arranged, how to use the index to the Classified Ad Section, how to apply for jobs in response to Want Ads):

Be Informed On Finding A Job, p. 32-35
How To Get A Job And Keep It, p. 14-19
Turner Book 2, p. 31 and 45
Turner Book 4, p. 15, 19, 25, 29, 35, and 41
Using The Want Ads, Units 1, 2, 3, 4, and 7.

You may want to go over some of these supplementary materials with students.

DAY 4

Materials Required:	Chalk and chalkboard 1976-77 edition of Occupational Outlook Handbook (as many copies as possible)
(Optional)	Copies for students of the procedure described in II.B. below
(Optional)	Turner Books 4, 5, and 6
(Optional)	Occupational Essentials student booklets
(Optional)	Janus Job Planner
(Optional)	(If you did not have students complete the requirements of Objective 2 during Day 3) Copies of ads A-G from p. 33-35 of Using The Want Ads
Teacher Preparation:	(1) Familiarize yourself with the material to be covered.
	(2) Make sure you have available the appropriate number of copies of the required materials.
	(3) Decide whether you want students to do their OOH research (see item II. below) in class or as a homework assignment.
15 minutes (Optional)	I. If you did not have students complete the requirements of Objective 2 during Day 3, have them do so now, following the directions given in point III. for Day 3.
10-40 minutes, depending on whether you have students complete their OOH research in or out of class (see II.C.); and on whether or not you use activities from III. (optional) in class today.	II. A. Emphasize to students that finding out as much as possible about jobs that interest them can increase their understanding of the specific tasks associated with the jobs; the education, training, or other requirements necessary; and the long-range employment outlook for the jobs.

If you have not already introduced students to the Occupational Outlook Handbook, do so now. Prepare your own introduction to present to the class, or read or paraphrase the following brief description:

> "The Occupational Outlook Handbook is published by the U.S. Department of Labor. It provides information on a wide variety of jobs, including typical tasks of the job, abilities and interests the job calls for, the type of schooling or other training required, typical working

conditions, the employment outlook for the job in the coming years, and sources of additional information about the job."

Also introduce students to the concept of career clusters by explaining that the OOH groups jobs into a number of categories with jobs that involve similar types of activities grouped together.

Finally, point out the Index to Occupations and Industries at the back of the OOH, and demonstrate how to use it. Ask for one or two student volunteers to give you the names of occupations in which they're interested, and demonstrate how to locate these occupations in the OOH by looking them up in the Index.

B. Then, read or paraphrase the following to explain to students the procedure for completing the requirements of Objective 3:

"Look up in the Occupational Outlook Handbook index an occupation that interests you, and turn to the OOH section on that occupation. Read that section, and prepare a brief (less than five minutes) oral or written report on the occupation, including:

(1) A description of at least two tasks performed by people in the occupation (this information is usually found in the subsection called "Nature of the Work").

(2) A description of the education, training, or other requirements necessary for working in the occupation (this information is usually found in the subsection on "Training, Other Qualifications, and Advancement").

(3) A description of the employment outlook for the occupation (usually found in the subsection called "Employment Outlook").

You may choose whether you want to write your report, give it orally to the rest of the class, give it orally to me alone, or record it for me to listen to

later. Also tell me the OOH page numbers you consulted in preparing your report."

C. 1. If you have several copies of the OOH, you may want to have students take turns using those copies and completing their OOH research in class today.

2. Or you may prefer to place the OOH copies in the library, and make the students' research a library assignment to be completed by a certain date. If you choose this alternative, you may want to go through items II.A. and B. with students on Day 1 of this module, and make the written or oral reports due by today.

3. Whichever method you choose, you may want to outline on the board the procedure described in II.B. above, for students to copy down or refer to in class; or you may want to hand out copies of an outline of the procedure for students to refer to as they conduct their OOH research and prepare their reports.

4. Record in the Instructor's Record Book which students achieve the Objective.

(Optional) III. A. Descriptions of a variety of jobs, and related student exercises and activities, are found in Turner Book 5, p. 5, 7, 13, 15, 17, 19, 21-23, 27-29, 31, 35, 37, 43, and 45. Turner Book 4, p. 23 and Turner Book 6, p. 9 and 43 provide information on employment growth rate, required education, and earnings for a variety of occupations.

You may want to use these as supplementary materials for Objective 3. For example, you could have class discussions of the material on employment growth rate, education, and and earnings for various occupations; and you could give students an optional homework assignment of reading the material and completing the questions in Turner Book 5 for those occupations that interest them.

B. Also, sources of occupational information in addition to the OOH are listed on p. 7 of the

Occupational Essentials student booklet. Pages 22-26 of that student booklet describe a procedure for students to follow in researching their occupational choices.

You may want to have students supplement the OOH information for Objective 3 with information from some of the other sources listed on p. 7 of the Occupational Essentials student booklet. Or you may want to give students the option of meeting the requirements of Objective 3 by completing the exercise on p. 22-26 in that booklet. The exercise on p. 22-26 includes items (1), (2), and (3) which are required for successful achievement of Objective 3, plus a variety of additional information.

C. You could also go over with students the directions for checking job choices on p. 48 of Janus Job Planner, and have them complete the Job Check Sheets on p. 49-52 for jobs which they are interested. This could be either an optional or a required assignment, and could be done either before or after students complete the requirements of Objective 3. You could also have a class discussion of the three questions under "Things to Think About and Discuss" on p. 48.

Area 2 - Developing a Resume

Area Goal: The goal of this area is to students develop skills in putting together a resume and letter of application.

Performance Objectives:

1. Students will be able to describe at least three skills they have acquired in their present institutional setting or elsewhere which they could include in either the "education" or "work experience" sections of a resume.

   Achievement of this objective requires students to briefly describe three or more skills they have acquired in their present institutional setting or elsewhere which they could include in the "education" or "work experience" sections of a resume. The description may be written (in class or as homework) or oral (to the instructor or tape recorded).

   To prepare for achieving this objective, students will be given a "homework assignment" to think about the academic and vocational courses they have taken, and any work experience they have acquired (in any setting); and to choose at least three skills acquired from those experiences, which they would include in their resume. As part of this "homework assignment," students should either write down the description of their three skills, or should prepare in their minds the way they will describe the skills orally the next day. If they give an oral description, they may use written notes if they like.

   The instructor will certify that each student has met the requirements of the objective as specified above.

2. Students will be able to prepare a resume describing their education, work experience, and other information typically included in a resume. Achievement of this objective requires that students complete the sample resume form on pages 120-121 in the Occupational Essentials student workbook. If there are any sections for which students feel they cannot provide information (e.g., Work History, because they have never held a job), students and the instructor will agree upon an alternative to that section (e.g., titling that section "Work-Related Experience" and listing such things as "built wooden bookcase in carpentry class"). The Work History section may include jobs held in their current institutional setting (e.g., working in the facility cafeteria) or elsewhere; and the section on education may include training acquired in their current setting or elsewhere.

   The instructor will certify that students have completed their own resumes neatly and completely. The instructor and

student will discuss any sections which the instructor feels are messy, incomplete, or unclear (e.g., work duties not described in detail); and the student will make any mutually agreed upon revisions.

3. Students will be able to develop a personal data sheet which can be used as a reference when completing resumes and job application forms.

   Achievement of this objective requires students to design a personal data form in a format of their choice, but which must include space and headings for: (1) home address and telephone number, (2) social security number, (3) date and place of birth, (4) education, (5) work experience, and (6) names and addresses of three references. Students must then fill in the information requested on the form.

   Achievement of this objective will be determined by the instructor who will certify that: (1) the form is neat and legible,(2) that headings are present for each of the six items mentioned above, and (3) that all items have been filled out completely.

4. Students will be able to write a letter of application to accompany their resume when applying for a specific job.

   Achievement of this objective requires that students pretend they are responding to a newspaper ad for a specific job that interests them. They should write a letter of application responding to the ad, following the format outlined on pages 105-108 in the student workbook for Occupational Essentials. The letter should include all of the sections contained in the sample letter form on p. 108, and should be written neatly (or typed if possible) and contain no misspelled words or grammatical errors.

   The instructor will certify that the student's letter contains all of the sections contained in the sample letter form on p. 108 in the Occupational Essentials student workbook. Unless students have access to actual newspaper ads and can pick a real ad to respond to, they will probably have to make up the name of the company and the specific job they are applying for. The instructor and student will discuss any sections of the letter which the instructor feel are incomplete or inappropriate (e.g., if the past work experience the student describes does not relate to the job for which he/she is applying).

   The student and instructor will also discuss any sections which the instructor feels are messy, or which contain misspelled words or grammatical errors. The student and instructor will agree on any revisions which the student should make, and the student will rewrite the letter as necessary and submit it to the instructor for final approval.

Activities for Module Three, Area 2

DAILY LESSON PLAN

DAY 1

Materials Required:
- Chalk and chalkboard
- Filmstrip projector
- Filmstrip "Packaging Your Skills: Resume" from Singer Job Survival Skills
- Singer Job Survival Skills leader's manual
- Singer Job Survival Skills workbooks (copies for yourself and each student)

(Optional)
- Occupational Essentials student booklet (one copy, to help you prepare for I. below)

Teacher Preparation:

(1) Familarize yourself with the material to be covered.

(2) Arrange to have the use of a filmstrip projector for this class period, and make sure you know how to operate the projector.

(3) Make sure you have available all of the required materials.

(4) Prepare the brief introduction you will give students on the purpose and importance of a resume.

5 minutes

I. Describe for students the purpose and importance of a resume. The material on p. 118 in the Occupational Essentials student booklet can be helpful to you in preparing your presentation. If you like, read or paraphrase that material to students.

20-30 minutes

II. Tell students that the filmstrip they are about to see will give them some guidelines for completing a resume. Then show the filmstrip "Packaging Your Skills: Resume." (The filmstrip script is on p. 117-134 in the book of Singer Job Survival Skills, "Reading Scripts," if you would like to read the script as you prepare for today's class.)

Do not pause during the filmstrip for students to compose their own resumes, but do have them look at the sample resume on p. 45-46 of the Singer Job Survival Skills workbook.

Answer any questions students have after viewing the filmstrip; lead any discussion which you or students feel is necessary. Emphasize to students that the format presented in the filmstrip is only one of the possible ways of organizing a resume.

10 minutes

III. A. Tell students that during the next class they will be preparing a resume for themselves, to use when they are out job hunting on their own.

Give them a homework assignment to think about the academic and vocational courses they have taken in their present institutional setting or elsewhere, and the work experiences they have acquired (in any setting); and to choose at least three skills acquired from among those experiences which they could include in either the "education" or "work experience" sections of a resume.

B. Explain to students the requirements of Objective 1 for this area, as specified on p. 14 of this guide. Tell students that they may complete the requirements of the Objective by either of the following methods:

1. By writing down their three skills as part of the homework assignment you gave them in A. above, and turning the paper in to you the next day.

2. By describing their three skills orally to you in class the next day (on a one-to-one basis, not in front of the entire class).

3. By describing their three skills orally into a tape recorder in class the next day.

For methods 2. and 3., students may bring written notes to class and refer to them if they like.

DAY 2

Materials Required:
- Chalk and chalkboard
- Occupational Essentials instructor's guide
- Occupational Essentials student workbooks (enough copies for yourself and each student)
- Dictionary
- Paper and pencils for all students

(Optional)
- Copies for students of the list of items to be included in the personal data sheet specified in Objective 3 (see item IV. below)

(Optional)
- See IV.B. below; you would need copies for yourself and each student):
- Be Informed On Finding A Job
- How To Get A Job And Keep It
- Activities For Succeeding In The World Of Work
- Occupational Essentials, student workbook

Teacher Preparation: (1) Familiarize yourself with the material to be covered today.

(2) Make sure you have enough copies of the required materials available.

(3) (Optional) Make copies for students of the list of items to be included in the personal data sheet specified in Objective 3 (see item IV. below).

5 minutes I. Briefly review for students the purpose and importance of a resume (paraphrase or repeat the introductory remarks you made yesterday). Also, emphasize that since your resume is very often one of the first contacts you make with a prospective employer, it is important that the resume be complete, accurate, well-organized, and neat and readable.

5 minutes II. Refer students to the sample resume on p. 119 of the Occupational Essentials student booklet. Point out that this way of organizing a resume is slightly different from the one presented in the filmstrip they saw on "Packaging Your Skills: Resume." For example, this sample resume does not include a section for Military Training. However, both sample resume formats include the following important sections:

(1) personal data (name, address, telephone number)

(2) information on education and training

(3) information on previous employment or other work experience

(4) references

25 minutes III. A. Tell students that they will now prepare a resume for themselves, to use when they leave this facility and start looking for a job. Have them complete the requirements of Objective 2 as specified on p. 14 of this guide.

Allot students the remainder of the class period for working on their resumes. Have students look up in the dictionary any words they don't know how to spell. Tell students who do not finish their resumes today to complete them as homework tonight and turn them in to you tomorrow. Remember to record in the Instructor's Record Book which students achieve the Objective.

B. While students are working on their resumes, have them take turns meeting with you individually, or speaking into a tape recorder, to describe the three skills acquired in their present institutional setting or elsewhere, which they could include in the "education" or "work experience" section of their resume (as specified for achievement of Objective 1). Or if students have chosen to write down their three skills rather than describe them orally, have them turn in their papers to you now.

Encourage students to include the skills they describe for Objective 1 in the resume they are working on for Objective 2. If students describe skills you consider inappropriate for including in a resume (e.g., selling dope), encourage them to think of other skills or to think of ways in which they may put skills illegal practices to legal use. Record which students achieve the Objective.

(Optional)

C. After students have completed their resumes neatly and completely as specified for achievement of Objective 2, you may want to have students type their resumes, or have them typed for students who cannot do so themselves.

D. Tell students to keep their resumes with the other products they complete during this Program, and to use them when they are out job hunting on their own.

5 minutes

IV. A. Five minutes before the end of class, give students a homework assignment of preparing a personal data sheet which can be used as a reference when completing resumes and job application forms, as specified in Objective 3 on p. 15 of this guide.

Explain to students that this personal data sheet is something they can carry with them at all times. It will be a very useful thing for them to refer to when they are asked to complete job application forms or resumes, since it contains the information most commonly requested by prosepctive employers, and it will help them complete those forms accurately.

This homework assignment should not require more than 30 minutes of students' time, since they will have been working on their resumes

today and thus will be able to simply copy much of the information from their resume onto their personal data sheet. Tell students that they will turn in their personal data sheet to you tomorrow.

If you have made copies for students of the list of items to be included in the personal data sheet, hand these out to students for their reference as they complete the homework assignment. Or refer them to p. 15 of this guide, which also lists those items for Objective 3.

B. Rather than have students design the format for their data sheet, you may prefer to have them complete one of the personal data forms found in the following materials:

(a) Be Informed On Finding A Job, p. 14 and 36
(b) How To Get A Job And Keep It, p. 10-11
(c) Activities for Succeeding in the World of Work, p. 45-46 (students would need to add social security number to this format)
(d) Occupational Essentials student workbook, p. 80-84.

Or you could give them options to choose from in meeting the requirements of Objective 3, by designing their own format or filling out one of the above forms.

DAY 3

Materials Required: Chalk and chalkboard
Occupational Essentials instructor's guide
Occupational Essentials student workbooks (enough copies for yourself and each student)

(Optional) Reading scripts for Singer Job Survival Skills filmscripts (one copy for you)

copies for (Optional) How To Get A Job And Keep It
yourself (Optional) Turner Book 4
and each (Optional) Turner Book 6
student

Teacher Preparation:

(1) Go over the lesson plan for today.

(2) Read and familiarize yourself with the material on p. 47-48 of the Occupational Essentials instructor's guide and p. 103-117 of the Occupational Essentials student workbook.

(3) Prepare a brief oral presentation for students on the purpose of a letter of application. Material from p. 47 of the Occupational Essentials instructor's guide and p. 103-104 of the Occupational Essentials student workbook will be helpful to you in preparing this.

I. Have students turn in to you the personal data sheets they completed as homework last night. Check them during class today or later, and record which students achieve Objective 3. Return the personal data sheets to students after you have checked them, and have students make any necessary revisions.

(5 minutes today or the next day)

Remind students to keep their personal data sheets with them at all times, to refer to when completing job application forms and resumes. Tell students to update their personal data sheets when appropriate, e.g., as they acquire additional education or work experience.

5 minutes

II. Describe for students the purpose of a letter of application. Read or paraphrase material from p. 47 of the Occupational Essentials instructor's guide or p. 103-104 of the Occupational Essentials student workbook if you like.

30-35 minutes

III. Have students go over the parts of the letter of application and related information presented on p. 105-115 in the Occupational Essentials student workbook. Use your own judgment, based on your knowledge of your students, to decide whether to "lecture" on the material, to have students read the material silently or take turns reading aloud, or to have students follow along in their workbooks or listen as you read the material to them.

You will probably want to stop at various points and discuss the material presented up to those points. Emphasize to students the "past work experience" referred to as item c. on p. 106 can include work-related experience other than actual paying-job experience. Students who have not held paying jobs before obviously cannot describe paying-job experiences, but they may be able to describe school or training experiences which are relevant to positions for which they are applying.

You might also point out to students that the "personnel man" referred to in the last paragraph on p. 106 is just as likely to be a woman as a man.

IV. (Optional) If you feel that this would be of value to your students, after going through the material on p. 105-115 of the Occupational Essentials student workbook, have them complete the Letter of Application Quiz on p. 116-117 in that workbook. You could have students work on the quiz individually or in small groups tomorrow. Or you could assign the quiz as homework tonight, allowing students to refer back to the material on p. 105-115. Or you could go over the quiz as a discussion activity with the entire class tomorrow.

V. (Optional) Additional material on the letter of application is found in the following sources:

(a) Reading Scripts for Singer Job Survival Skills filmstrips, p. 101-105
(b) How To Get A Job And Keep It, p. 24-28
(c) Turner Book 4, p. 16-17, 26-27, 37, and 45
(d) Turner Book 6, p. 34-35

You might want to use some of the above materials to supplement the Occupational Essentials material on the letter of application. The Singer material makes the point that it is a good idea to follow up your letter with a phone call to the employer a few days later, to see if the letter arrived and to ask if you can come in for an interview. The materials in How To Get A Job And Keep It and in Turner Book 4 include additional opportunities for students to practice writing letters of application.

DAY 4

Materials Required:
Chalk and chalkboard
Occupational Essentials instructor's guide
Occupational Essentials student workbooks (enough copies for yourself and each student)
Dictionary
Paper and Pencils for all students

(Optional)
Help Wanted sections from local and other metropolitan newspapers (e.g., Sacramento, San Francisco) for use in II. below.

Teacher Preparation:

(1) Familiarize yourself with the material to be covered today.

(2) Make sure you have enough copies of all the required materials on hand.

(3) Prepare a brief oral summary of the material covered in Module Three.

15 minutes (Optional)

I. (Optional) If you decided to have students complete the Letter of Application Quiz (see optional item IV. from Day 3) as homework, go over the quiz in class now as a discussion activity. Or use one of the other methods specified in optional item IV from Day 3.

20-35 minutes, depending on whether or not you spend time on optional item I. above

II. A. Have students complete the requirements of Objective 4 as specified on p. 15 of this guide. Objective 4 requires that students write a cover letter of application to accompany their resume when applying for a specific job.

Achievement of this objective requires that students pretend they are applying, in response to a newspaper ad, for a specific job that interests them. Unless students have access to actual newspaper ads and can pick one to respond to, they will probably have to make up the name of the company and the specific job. If you have brought newspaper Help Wanted sections to class, give students the option of choosing a real ad to respond to.

In writing their letters, students are to follow the format outlined on p. 105-108 in the Occupational Essentials student workbook. Tell them to refer as necessary to the resumes which they have already prepared. They may write their letters on the sample form on p. 108 if they like. Allot the rest of the class period for working on their letters (except for the last five minutes, during which you will review Module Three). Remind students that since their letter of application may be their first contact with a prosepctive employer, it is important for the letter to be neat, using good sentence structure, and containing no misspelled words. Tell them to look up in the dictionary any words they don't know how to spell.

B. Have your student turn in their completed letters to you. Check their letters according to the criteria for Objective 4 on p. 15 of this guide. Return each student's letter after checking it, discuss with the student any revisions necessary, and have the student make those revisions before submitting the letter to you for final approval. If there is not enough time for you to complete this process today with all students, arrange for additional time to meet with students.

C. If possible, have students type their completed, approved letters. Or arrange to have someone else type the letters for students who cannot type.

Tell students to keep their letters with the other materials they produce during this Program, and to refer to them as necessary whenever they write a letter of application.

D. Remember to record in the Instructor's Record Book which students achieve Objective 4.

5 minutes

III. Review for students the material covered in Module Three. Emphasize the usefulness of the products students have developed. Answer any final questions students have.

Advantages and Disadvantages
of Various
Job Information Sources
(For use in Module Three, Area 1, Day 2)

I. State employment service

Advantages

1. Offers interest and aptitude tests
2. Can refer you to job training opportunities
3. Provides its services free of charge

Disadvantages

1. Not all employers list job openings with state employment service

II. Applying directly to employers

Advantages

1. You may be hired on the spot if employer has an opening

Disadvantages

1. Very time-consuming and tiring

III. Asking friends and relatives

Advantages

1. Friends and relatives can set up a grapevine and "put out the word" to many people that you are looking for work
2. Friends and relatives are likely to work very hard at helping you find work

Disadvantages

1. Sometimes friends and relatives can't help because they are also looking for jobs
2. Friends and relatives may have a very limited knowledge of available jobs

IV. Newspaper ads

Advantages

1. Lists many types of job openings, plus ads for private employment agencies

2. Sometimes, placing your own ad describing your skills can help you find work

Disadvantages

1. Ads tend to be brief and often do not give much information about the exact nature of the work

V. Private employment agencies

Advantages

1. It is their business to try to place people in jobs, and they will try to match your skills with job openings

Disadvantages

1. They charge a fee for finding you a job

2. Since they make their money by finding jobs for people, they may try to "rush" you into taking a job

VI. Temporary help companies

Advantages

1. They do not charge a fee for placing you on a job

2. Sometimes, an employer you work for temporarily may offer you a full-time job

Disadvantages

1. The jobs you find through this source are only temporary in most cases

VII. Public school placement offices

Advantages

1. Most school placement officers keep in touch with local employers and know which employers will hire former students of their school

2. School placement counselors can give you advice on careers to look into, and on how to get your skills across to employers

Disadvantages

1. Most school placement officers work primarily with students or former students of their particular school system

VIII. Taking Civil Service Tests

Advantages

1. The Federal Government needs many different kinds of workers to carry out its business

2. The local post office lists openings for U.S. Civil Service jobs

Disadvantages

1. Some people do not take tests as well as others, but you must pass a Civil Service exam in order to be considered for many Civil Service positions

IX. Checking with local government employers

Advantages

1. City, state, county, and township governments employ many different types of workers

Disadvantages

1. It can be confusing. You need to be sure you understand whether you apply to the main office or to specific departments that need workers

X. Checking with union hiring halls

Advantages

1. If you are interested in a particular trade, the union for that trade can give you information on jobs in the area

2. The union can give you information on apprenticeship opportunities in the area

Disadvantages

1. The union probably will have information only on jobs and apprenticeships in its particular trade

XI. Contacting local community action groups

Advantages

1. Some of these groups help people who are looking for jobs

2. One group can refer you to others who may also be able to help you

Disadvantages

1. Social service organizations differ from one area to another, and not all of them have staff who help people looking for work

XII. Your parole office

Advantages

1. The parole office may keep lists of local job openings

2. Parole agents very often know which employers in your area will hire former CYA wards

Disadvantages

1. Most parole agents have very heavy case loads, and it may be hard for your parole agent to help you if you don't have some idea about the kind of work you'd like to do

Materials To Be Used In

MODULE IV

Area	Day	Audio-Visual	Optional	Printed Materials	Optional
1	1	Getting A Job Tape 1 "Contacting Job Interviewers"		Jobs In Your Future (Inst./Student Workbook)	
		Getting A Job Tape A part 2 "What Are You Calling About?" Cassette Player	*		
1	2	Getting A Job Tape 3 "Words You Must Learn" Cassette Player		Getting A Job (Student Workbooks) Vocabulary List Handout (pg. 16) Dictionaries	
1	3	"Packaging Your Skills: Application" Job Survival Skills (Singer) Films/Sound projector Filmstrip/Sound projector		Job Survival Skills (Singer) Groupleaders Instructional Manual Job Survival Skills Program Participants Workbook (Inst. & Students) Personal Data Sheets - student copies	
1	4			Personal Data Sheets - student copies My Job Application File - copies of four applications for students	
1	5			Copies Of Quiz (pp. 17-18) How To Get A Job And Keep It (pp. 29-36) Occupational Essentials (pp. 87-90) Be Informed On Finding A Job (pp. 15-17)	
2	1	"Packaging Your Skills: Personal Appearance" Job Survival Skills (Singer)		Group Leaders Instructional Manual (Singer)	

Materials To Be Used In

MODULE IV
(Continued)

Area	Day	Audio-Visual	Optional	Printed Materials	Optional
2	2	"The Employment Interview"		Occupational Essentials	
		35mm Slide projector		"The Interviewer Guide" (Janus Job Planner)	
		Cassette Player		Roles for Interviewing (pg. 21 Handout)	
				Objective 1 Answer Sheet (pg. 22)	
				Objective 1 Answer Sheet (pg. 22)	
				Rules for Interviewing (pg. 21 Handbook)	
				Student Copies of Two Interview Scripts from The Interview Guide	
2	4	Job Survival Skills (Singer)		Interview Scripts from The Interview Guide	
		"The Interview" film strip and Tape #13		Objective 1 worksheets (if not completed)	
		Cassette Player		Role Play Assignment Cards (pg. 25)	
				Interview Assessment Sheets (student copies)	
2	5			Review Student Copies of Previous Day's Activities	

MODULE FOUR

Table of Contents

	Page
Program Goal	1
Area 1 Goal and Performance Objectives	1
Area 1 Daily Lesson Plans:	
Day 1	2
Day 2	4
Day 3	5
Day 4	6
Day 5	7
Area 2 Goal and Performance Objectives	8
Area 2 Daily Lesson Plans:	
Day 1	9
Day 2	9
Day 3	11
Day 4	13
Day 5	15
Vocabulary List Handout	16
Module Four, Area 1 Quiz	17
Answer Sheet for Module Four Area 1 Quiz	19
Rules for Interviewing	20
Objective 1 Answer Sheet	21
Answer Key for Objective 1	23
Role Play Assignment Cards	24
Questions for Simulated Interviews	25

MODULE FOUR

JOB GETTING SKILLS

Program Goal: To provide students with opportunities to practice the skills needed in applying and interviewing for jobs.

Area 1 - Contacting Prospective Employers and Filling Out Application Form

Area Goal: The goal of this area is to help students learn and practice skills in applying for jobs.

Performance Objective:

1. Students will be able to list at least three items of information to obtain when arranging for an interview.

   Successful achievement of this objective will be determined by the instructor and will be based on student responses on a quiz consisting of fill-in-the-blank and true/false questions. The quiz will cover the lessons in Module Four, Area 1. Students will have achieved this objective if they can correctly answer 3 of the 4 questions relating to arranging for an interview. (The quiz and answer key are provided at the end of this Module.)

2. Given a list of 25 terms commonly found on employment application forms, students will be able to correctly match at least 80% of the terms with their meanings.

   Achievement of this objective will be determined by the instructor who will certify that the student has correctly matched at least 20 of the 25 terms to the proper definitions. The list of terms and the definitions to which they are to be matched will appear on a quiz covering Module Four, Area 1. (An answer key is provided in this Module.)

3. Students will be able to legibly and neatly complete at least two out of four employment application forms presented in the Module.

   Achievement of this objective requires students to fill out two application forms selected by the instructor from among those provided in My Job Application File (Janus Publishers). The instructor will select four forms. The student will be allowed four attempts to complete any two of the four to the satisfaction of the instructor.

Activities for Module Four, Area 1

DAILY LESSON PLAN

DAY 1

Materials Required: Getting A Job, Tape 1, "Contacting Job Interviewers"
Getting A Job, Tape A, part 2, "What Are You Calling About" (optional)
Jobs In Your Future (one workbook for each student and for yourself)

Teacher Preparation: (1) Listen to Tape 1 and Tape A, part 2 from Getting A Job.

(2) Read page 54 in Jobs In Your Future. Xerox a copy for each student.

5-10 minutes I. Review the lessons covered in Module Three and introduce Module Four by reading or paraphrasing the following:

"In Module Three we talked about the steps involved in looking for a job. One of the first steps is to decide what type of work you'd like to do and then to find specific jobs to apply for which fit your interests. Where are some of the places you can look, or who are some people you might talk to, to find out what jobs are available?"

(Student responses might include: State and private employment agencies, newspaper want ads, parole agents, friends and relatives, etc. You might ask students if any of them have used any of the job information sources named to find former jobs. How helpful were these sources? What kinds of information did they obtain?)

"Once you have chosen the job or jobs for which you want to apply, the next step is to contact the employer. In Module Three, we talked about using your resume with a letter of application to make this initial contact. Not all jobs require you to go through this process. You can apply for many jobs like a gas station attendant for example, by going in person to the place of employment and talking to the employer. Or, you may need to fill out an application form and arrange for an interview. No matter how you apply for a job, the most important skill you need is the skill of 'selling yourself'—convincing the person doing the hiring that you are the best person for the job, that

you are qualified, eager, and enthusiastic. The lesson in Module Four are designed to help you begin to develop the skills needed for getting the job."

30 minutes

II. A. Paraphrase: "One of the purposes of the cover letter that is sent along with a resume is to ask the prospective employer for an interview. The interview is the meeting between you and the employer or hiring supervisor in which you get an opportunity to discuss in detail the tasks involved with the job, your qualifications, and other information you have included in your resume or application. The interview will probably be the first opportunity you have to meet with the employer face-to-face. The impression you make is very important. Preparing yourself to make a good impression begins long before you actually enter the employer's office. You begin to prepare as soon as you call to arrange for an interview. When you make your call, what information do you need to give? What information will you want to get?"

B. Write the following headings on the chalkboard:

Interview Information

To Give To Get

Ask for volunteers to first list the types of information the caller needs to give, and then the information he or she should get regarding interview arrangements. List the students' responses under the appropriate heading on the chalkboard.

C. Tell the students they will now listen to a tape of various persons calling for interview appointments. Tell them to listen for additional items that can be added to the lists on the board. Play Tape 1, "Contacting Job Interviewers" from Getting A Job. (If you wish, pass out the student record books from the Getting A Job material and have students respond to questions as directed by the tape. If you do not use the record books, stop the tape after the taped questions and have the students respond orally.) Play only the first 14 minutes of the tape. You need not play the review questions.

D. Hand out the copies of pg. 54 from Jobs In Your Future. Read the introduction to the students and have them complete the exercise as directed. Students may complete this exercise individually, in small groups, or as a class.

Tell students they will be given a quiz on this material on Day 5.

DAY 2

Materials Required: Tape 3, "Words You Must Learn" from Getting A Job
Getting A Job Student Record Books (one for each student)
Vocabulary List Handout
Dictionaries (at least one for every three students, if possible)

Teacher Preparation:

(1) Listen to Tape 3 from Getting A Job.

(2) Read over page 4, "Words You must Learn" in the Student Record Book for Getting A Job.

(3) Duplicate copies of the Vocabulary List Handout found on page 16 of this guide (one copy per student).

20 minutes

I. Paraphrase: "In the last lesson we discussed how to go about arranging for an interview. Often, on the day you go into the office for your interview, you will be asked to fill out an application form before talking to the person you are scheduled to see. The interviewer will look over your application to get an initial impression of you before your meeting. Of course, the information you fill in on your application form is important. But the interviewer will also play close attention to small details. Is the form neat and legible? Is information filled in on the correct lines? Your application form should be given very special attention."

A. "Many people have problems completing application forms and talking to interviewers because they don't understand the terms being used. In the next lesson, we'll be reviewing many terms commonly found on application forms. Knowing their meanings will help to make the task of completing the forms much simpler."

B. Play Tape 3, "Words You Must Learn." Have students follow along in their record books and respond to questions as directed by the tape.

20 minutes

II. Pass out the vocabulary list handout. Go through the list one term at a time, asking volunteers to give the meanings for the words they know. Correct any errors the students make. Students should write down correct definitions next to each term. You may have students go through this exercise as a class or in small groups.

Class: Follow the procedures outlined above. Pass out the dictionaries among the students. When you come to a word for which no one knows the meaning, have a volunteer look it up, give the meaning, and pass the dictionary on to another student.

Small Groups: Divide the class into small groups. Provide each group with a dictionary. Each member should first go through the list individually, writing down the meanings for terms she or he knows. Then, as a group, students should go back through the list, taking turns giving the meanings they have written down. If there is a disagreement, or if a meaning is not known, students should take turns looking the words up in the dictionary.

Tell students they will be given a quiz on this material on Day 5.

Remind students to bring their Personal Data Sheets with them to class on the following day.

DAY 3

Materials Required:

Group Leader's Instruction Manual from the Singer Job Survival Skills Program
(Singer) Job Survival Skills Program Participant's Workbooks (one copy for each student)
(Singer) Filmstrip and cassette tape: "Packaging Your Skills: Application"
Sound filmstrip projector or filmstrip projector and cassette tape player
Students' copies of their Personal Data Sheets (from Module Three)

Teacher Preparation:

(1) Read pages 88 and 89 of the Group Leader's Instruction Manual (Singer).

(2) Preview the filmstrip "Packaging Your Skills: Application."

(Optional) (3) If you prefer not to have students write in their workbooks, duplicate copies of the blank sample application forms found in Unit XII of the Singer Participant's Workbooks.

35-40 minutes I. Show the filmstrip, "Packaging Your Skills: Application." Follow the instructions given on pages 88 and 89 of the Singer Group Leader's Instruction Manual.

5-10 minutes II. If time permits, discuss with students any problems they have encountered in completing application forms for past jobs.

DAY 4

Materials Required: Copies of four application forms from My Job Application File (one copy of each form for each student)
Students' copies of their Personal Data Sheets (from Module Three)

Teacher Preparation: (1) Choose four application forms from My Job Application File and duplicate one copy of each form for each student.

40 minutes I. A. Pass out the application forms to the students. Explain that they are to look over the forms and choose two to complete. They should use the information on their Personal Data Sheets where appropriate. Remind students that in order to meet the requirements of Objective 3 of this Module, the completed application forms must be neat and legible. They may ask for clarification of any questions on the forms which they do not understand.

B. Have students turn their forms in to you as soon as they are completed. They should then go on to the second form. Quickly check over the forms. Check for neatness (e.g., corners of the sheets are not bent or torn, the sheets are not smudged or dirty, etc.), legibility, and completeness.

C. If a form has not been completed to your satisfaction, return it to the student with an oral explanation of why it is unsatisfactory. The student should then choose another form from his or her set and complete it. To meet the objectives, students must satisfactorily complete any two of the four forms.

D. Students who are unable to complete two forms during this class period should finish this

exercise as a homework assignment which will be due on the following day.

E. Record on the appropriate page of your Instructor's Record Book which students have met, partially met, or have failed to meet Objective 3.

DAY 5

Materials Required: Copies of Module Four, Area 1 Quiz found on pages 17-18 of this guide.

Teacher Preparation: Duplicate copies of the Module Four, Area 1 Quiz.

30 minutes

I. Pass out copies of the quiz and have students begin working on it.

II. Use the last minutes of the class to conduct a wrap-up session on this area. You might want to discuss such points as how to respond to difficult personal questions on an application (e.g., questions about arrest records or mental illnesses), or what options an individual has if he or she feels that questions on an application are unfair or inappropriate. The following materials provide additional information and exercises related to completing job applications:

How To Get A Job And Keep It (pp. 29-36)
Occupational Essentials (pp. 87-90)
Be Informed On Finding A Job (pp. 15-17)

Area 2 - Participating in the Job Interview

Area Goal: The goal of this area is to help students learn and practice skills needed for participating in an employment interview.

Performance Objectives:

1. Given the scripts of two job interviews and a List of Rules for Interviewing, students will be able to correctly identify, with at least 80% accuracy, which rules were followed or broken by each interviewee.

   Students will be given: (1) copies of two interview scripts, (2) a list of Rules for Interviewing, and (3) an answer sheet. Achievement of this objective requires students to correctly identify at least 80% of the rules each interviewee follows or breaks. The answer sheet will consist of multiple choice questions keyed to each interview script.

   Achievement of this objective will be determined by the instructor who will certify that the student has correctly answered at least 80% of the multiple choice questions. An answer key is provided in the Module.

2. Students will participate in a simulated interview and evaluate the strengths and weaknesses of their performance.

   Students will work in teams of three to four, and will take turns playing the roles of interviewer, interviewee, and observer. The instructor will provide the interviewer with a list of questions to use in the interview. The observer(s) will evaluate the performance of the interviewee using an assessment checklist provided in the Module. Using the same assessment checklist, the interviewee will evaluate his or her own performance.

   Achievement of this objective will require students to: (1) participate in a simulated interview, playing the role of the interviewee; (2) discuss with team members the observer's evaluation of their performance; (3) fill out a self-rating form on their performance; and (4) discuss with the instructor or write a brief paragraph on what they learned from the simulation that will be helpful to them in a real interview situtation.

Activities for Module Four, Area 2

DAILY LESSON PLAN

DAY 1

Materials Required: (Singer) Job Survival Skills Program, filmstrip and cassette tape "Packaging Your Skills: Personal Appearance"
(Singer) Group Leader's Instruction Manual

Teacher Preparation: (1) Read pages 77-80 in the Group Leader's Instruction Manual

(2) Preview the filmstrip, "Packaging Your Skills: Personal Appearance"

35 minutes

I. A. Introduce this Module Area by reading or paraphrasing the following:

"To this point in the Program we have been learning and practicing the steps involved in finding a job. You have completed your resume and personal data sheet. You have completed an application form for the job. Now you are ready for the interview. The resume and the application have given the employer a pretty detailed summary of your qualifications. In the interview, the employer will be interested not only in your qualifications, but also in how you handle yourself in a more personal situation. The interview is the most important step you take in getting a job. It's no wonder that so many people are very nervous at this point."

B. Continue the introduction and begin the lesson by following instructions 1 through 4 given on pages 78 and 79 of the Singer Group Leader's Instruction Manual.

5 minutes

II. Discuss with students the activities they will be going through in the next lessons. These activities involve role playing and will require the full cooperation of all students. Emphasize the importance of this cooperation. Discuss the students' feelings about participating in this type of activity.

DAY 2

Materials Required: Occupational Essentials (one copy for each student and one for yourself)

The Employment Interview
Rules for Interviewing (handout)
35mm slide projector
Cassette tape player
Copies of interview scripts from The Interview Guide (Janus)
Objective 1 answer sheet

Teacher Preparation:

(1) Read pages 123-125 and 128-137 in the Occupational Essentials Workbook.

(2) Preview the slides and read over the script (or listen to the tape) for The Employment Interview.

(3) Duplicate copies of the handout, Rules for Interviewing, found on page 20 of this guide.

(4) Duplicate copies of Interview Scripts One (pages 17-18), and Four (pages 29-31) from The Interview Guide. You will need one copy of each script for each student.

(5) Duplicate copies of the Objective 1 answer sheet found on pages 21-22 of this guide.

10 minutes

I. Have Students read (or read to them, or paraphrase) pages 123-125 and pages 128-131 in Occupational Essentials.

25 minutes

II. A. Show the slide presentation, The Employment Interview. This presentation lasts approximately 10 minutes.

B. Paraphrase: "The slide presentation pointed out several rules to remember when you go for an interview. Let's see if you can remember what those rules are. Tell me whether the following statements are true or false."

Read the statements given under the section entitled "Test" on pages 9 and 10 of The Employment Interview notebook. Have students take turns responding. Correct answers with explanations are given on pages 10-12 of the notebook.

5 minutes

III. Assign homework. Pass out copies of th scripts from the Janus Interview Guide (one copy of each script to each student). Students are to read over the scripts tonight. They should look for and underline (or mark in some other manner) each statement in the script that indicates an interviewing rule they feel the applicant is following

or breaking. The purpose of this homework assignment is to prepare students for meeting Objective 1. Some students may not be able to read the scripts on their own. They should do the best they can with this homework assignment. Be prepared to give them special help and attention during tomorrow's activities. All students should bring these scripts to the next class meeting.

DAY 3

Materials Required: Rules for Interviewing (handout)
Objective 1 Answer Sheets
Students' copies of the two interview scripts from The Interview Guide

Teacher Preparation: Make sure you have enough copies of both the Rules for Interviewing handout and the Objective 1 Answer Sheet.

40 minutes

I. A. Pass out the Rules for Interviewing handout. Read over each of the rules and answer any questions the students may have.

B. Pass out the Objective 1 Answer Sheets. Explain the procedure for completing the activity.

"I will read through each script with you. Follow along as I read. I'll stop when I come to a statement that demonstrates a rule the interviewee is either following or breaking. When I stop, look at your answer sheet. I will ask you to decide which rule the statement refers to. The answer sheet gives you three choices for each statement. Circle the correct rule number. We'll go through the first script slowly. If you have any questions, ask them as we go along."

C. Read the introduction to Interview One on page 17, then begin reading the script. Stop at each of the statements indicated below and ask students the question given in parenthesis. You may want to mark these statements in your copy of The Interview Guide so that you will be sure you know to stop your reading. The numbers next to each of the statements below correspond to the questions on the students' answer sheets.

Begin reading the script.

1. Catherine: "Oh! I'm sorry. I didn't know it was so late. Bud I had to take two buses and I ---."

   (Look at #1 on your answer sheet and also your List of Rules for Interviewing. Which rule has Catherine broken? Is it rule #1, 4, or 6? Circle the correct number on your answer sheet.)

   Continue reading.

2. Catherine: "How much time do people get for lunch here?"

   (Look at #2 on you answer sheet. Which rule did Catherine break, #7, 11, or 16?)

   Continue.

3. Catherine: "Does it involve shorthand? I can't take shorthand."

   In #3, did Catherine break rule #4, 10, or 13?)

4. Catherine: "I'm sorry. I didn't hear you. What did you say about salesmen? What do you sell here?

   (Look at #4. Which rule did she break, rule #6, 8 or 9?)

5. Catherine: "Do you get a raise after a while?"

   (Catherine broke two rules here. Circle the numbers of both broken rules.)

   Continue reading to the end.

D. Turn to Interview Four on page 29 of The Interview Guide and have students look at their copies of the script. Read the introduction on page 29 and then follow the same procedures used for Interview One.

   1. Chip: "He used to work my tail off. Always watching me. Didn't want me talking or anything. So I quit."

Look at the pictures as well as Chip's statement. Which three rules has Chip broken? Circle three rules.)

2. Chip: "He used to say that he ended up delivering papers more often than I did."

(Which rule did Chip break, #9, 10, or 13?)

3. Chip: "No. Not me. Say, you have any rules about eating things here?

(Did Chip break rule #8, 9, or 14?)

4. Mr. Griffin: "Griffin."

(Which rule has Chip broken?)

5. Chip: "You see, my aunt and uncle always let me stay with them for a week at their house on the lake. I would hate to miss it."

(Which rule did Chip break, #10, 14, or 16?)

E. Allow time for students to look over their answer sheets and make changes they feel are necessary. Have them write their names at the top of the sheets and turn it in to you.

F. Use the answer key on page 23 of this guide to correct the Objective 1 Answer Sheets. Record in your Instructor's Record Book which students have met, partially met, or failed to meet Objective 1.

DAY 4

Materials Required:
- Students' copies of the interview scripts from The Interview Guide and their Objective 1 worksheets (if this activity was not completed during the previous class period)
- (Singer) Job Survival Skills Program, filmstrip 13 and tape 13, "The Interview"
- Role Play Assignment Cards
- Copies of the Interview Assessment sheet

Teacher Preparation:

(1) Preview the filmstrip "The Interview."

(2) Duplicate three copies of the Role Play Assignment Cards sheet found on page 24 of this guide. Cut

the sheets on the dark lines, giving you fifteen separate assignment cards.

(3) Duplicate copies of the Interview Assessment found on page 56 of the Singer Job Survival Skills Program student workbook. You will need two copies for each student.

(4) Duplicate copies of Questions for Simulated Interviews, found on page 25 of this guide. You will need one copy for each small group of three to four students.

40 minutes

I. A. Divide students into groups of three to four.

B. Explain the procedures for participating in the simulated interviews?

"Each of you will go through an interview with your group members as if you were actually applying for a job. You will take turns playing interviewer, interviewee, and observer. (There will be two observers in the groups with four team members.) I will give each of you a Role Play Assignment Card to use when it is your turn to be the interviewee. The card will tell you what job you are to pretend you are applying for, how much the job pays, and what the hours are. You will not fill out an application form for this exercise, so you will need your Personal Data Sheet in order to answer the interviewer's questions. Each group will also get a list of questions for you to use when you are playing the role of interviewer. If you can think of other questions, add them to the list. While the interviewer and interviewee are talking, the observer will be evaluating the interviewee's performance. The observer should pay close attention to how the interviewee answers difficult questions, whether or not she/he seems prepared, and how she/he acts in general during the interview. When the interview is finished, the observer will fill out a checklist and discuss the interviewee's performance. When everyone has had a turn being the interviewee, each of you will evaluate your own performance in this role. I will remind you of what the procedures are as you go through this activity. If you have questions, be sure to ask."

C. Pass out the Role Play Assignment Cards. You should have three copies each of five different assignments. Make sure that no two members of the same group receive the same assignment.

D. Pass out one copy of the Questions for Simulated Interviews. Give the copy to the person who will be first at playing the role of interviewer.

E. Give each student two copies of the Interview Assessment.

F. As students go through the activity, you will need to observe the groups to make sure that the procedures are being followed. Give assistance where necessary.

G. Have the observer write the name of the interviewee at the top of one of the Interview Assessment sheets, and "Self-Rating Form" plus his or her own name at the top of the other sheet.

H. When all members of the group have had an opportunity to play the role of interviewee and have discussed their performance with the observer, each member should complete the Self-Rating Form for him/herself. Have students staple the self-rating form and the observer's Interview Assessment together and hand both in to you.

I. Record in your Instructor's Record Book which students have met, partially met, or failed to meet the objective.

DAY 5

Materials Required: Students' copies of all forms from the previous day's activities.

Teacher Preparation: Prepare a summary of the week's activities.

10-15 minutes

I. If all groups have not completed the simulated interviews, allow them time to finish that activity now. You may wish to have these interviews conducted in front of the entire class.

20-30 minutes

II. Summarize the week's activities. Discuss any problems students have had in the past when participating in actual job interviews. How might those problems be resolved for future interview situations ?

Vocabulary List Handout

accurate

applicant

citizen

confidential

dependent

discharged

emergency

employer

experience

fee

felony

interview

legibly

maiden name

marital status

misdemeanor

occupation

part-time

permanent

previous

qualifications

reference

relative

residence

salary

signature

specify

spouse

supervisor

Write the meanings for each of the following abbreviations:

ht.

wt.

tel.

mo.

yr.

soc. sec.

avg.

dept.

exp.

m

f

MODULE FOUR, Area 1

QUIZ

I. Arranging for an Interview

Write the letter of the correct answer in the blank at the end of each question.

1. Sam found an ad for a job he would like to apply for in Tuesday's newspaper. He should _____.

   a) wait at least two days before calling for an interview appointment so that the employer won't think he's too anxious.

   b) call for an appointment as soon as possible.

   c) have his friend make an appointment for him since his friend is better at talking to strangers.

2. Kathy found the following want ad:

Clerk wanted. $500. No exp. nec. Alice Clark. 777-1003

   To find out how to apply for the job, Kathy should _____.

   a) send her resume to the newspaper in which she found the ad.

   b) call the number given in the ad and ask to speak to the company president.

   c) call the number given in the ad and ask to speak to Miss Clark.

3. Jim just finished making a call to the Howard Company to arrange for a job interview. He found out that his interview would be scheduled for August 9 with Mr. Smith and that the Howard Company is located at 103 Branch Street. One very important piece of information about this interview that Jim forgot to get was _____.

   a) the time of his interview.

   b) the salary he could expect if he got the job.

   c) the name of the company president.

4. Greg is making an appointment for a job interview. To make sure that he does not forget any of the information he gets during this call, he should _____.

   a) write all the information down.

   b) ask the secretary to call him back on the day before the interview to remind him.

   c) have a friend listen to the conversation.

II. Vocabulary

Put the letter of the correct definition in the blank next to each of the following terms.

1. _____	applicant	a. money you receive for your work or services
2. _____	aptitude	b. past jobs you have done
3. _____	base pay	c. money taken away or subtracted from wages
4. _____	confidential	d. the person to whom you are married
5. _____	deductions	e. someone who will give a written statement about your character or ability
6. _____	dependents	f. natural tendency, ability, or capacity
7. _____	discharged	g. any special skill, knowledge, or ability that fits a person for a certain job
8. _____	emergency	h. a person who applies for a job
9. _____	experience	i. to state in detail
10. _____	fee	j. the person in charge
11. _____	felony	k. an unexpected happening or event calling for quick action
12. _____	marital status	l. former, before this time
13. _____	part-time	m. an amount of money paid for a service, such as to an employment agency for finding you a job
14. _____	permanent	n. lasting indefinitely
15. _____	permit	o. wages before overtime or deductions are figured
16. _____	previous	p. a serious crime
17. _____	qualifications	q. a person connected to you by blood, such as a mother or brother
18. _____	reference	r. private, secret
19 _____	relative	s. relating to marriage, such a single, divorced, married, or widowed
20. _____	residence	t. a person's name, written with his own hand
21. _____	salary	u. those who rely on you for support
22. _____	signature	v. a certificate or license to do something
23. _____	specify	w. the place where you live
24. _____	spouse	x. fired
25. _____	supervisor	y. less than 40 hours per week

Answer Sheet for Module Four, Area 1 Quiz

I. 1. b
2. c
3. a
4. a

II. 1. h
2. f
3. o
4. r
5. c
6. u
7. x
8. k
9. b
10. m
11. p
12. s
13. y
14. n
15. v
16. l
17. g
18. e
19. q
20. w
21. a
22. t
23. i
24. d
25. j

Rules for Interviewing

1. Be on time for the interview. Get there five or ten minutes ahead of time.

2. Don't arrive too early. Waiting might make you more and more nervous.

3. Go alone. Do not take friends, relatives, or children with you to an interview.

4. Be polite to everyone, including the receptionist and other applicants waiting in the office.

5. Do not smoke, chew gum, or eat either in the interview or while you are waiting.

6. If you have questions about an application form or test you are taking, ask for assistance.

7. Speak to the interviewer in a strong, clear voice. Do not use slang expressions.

8. Look at the interviewer while you are talking.

9. Listen carefully to what the interviewer is saying. Don't interrupt. If you have questions, ask when the interviewer has finished talking.

10. If you have things on your application which should be explained, be sure you explain them at the proper time. Don't leave the interviewer's questions unanswered.

11. Don't try to control the interview. Let the interviewer take the lead.

12. Don't bring up personal, family, or money problems.

13. Emphasize your strong points, not your weaknesses.

14. Be reasonable and flexible about salary and working conditions. Wait until the right moment to discuss salary and vacations.

15. Don't criticize former employers or co-workers

16. Don't try to get too friendly with the interviewer or with other people in the office such as the receptionist.

17. Be sure you know what the interviewer's name is and how to pronounce it.

18. Don't drag the interview out. Watch for signs from the interviewer that the interview is finished.

19 Thank the interviewer for seeing you. Make sure you understand how you will be notified of whether or not you will be given the job.

Objective 1 Answer Sheet

_____
Name

Interview One

Catherine: "Oh! I'm sorry. I didn't know it was so late. But I had to take two buses and I ---"

1. Catherine broke

   a) Rule 1
   b) Rule 4
   c) Rule 6

Catherine: "How much time do people get for lunch here?"

2. Catherine broke

   a) Rule 7
   b) Rule 11
   c) Rule 16

Catherine: "Does it involve shorthand? I can't take shorthand."

3. Which rule did Catherine break?

   a) Rule 4
   b) Rule 10
   c) Rule 13

Catherine: "I'm sorry. I didn't hear you. What did you say about salesmen" What do you sell here?

4. Which rule has she broken?

   a) Rule 6
   b) Rule 8
   c) Rule 9

Catherine: "Do you get a raise after a while?"

5. Which two rules has Catherine broken? Circle two.

   a) Rule 6
   b) Rule 9
   c) Rule 12
   d) Rule 14

Interview Four

Chip: "He used to work my tail off. Always watching me. Didn't want me talking or anything. So I quit."

1. Chip has broken three rules. Circle three.

   a) Rule 5
   b) Rule 7
   c) Rule 12
   d) Rule 15

Chip: "He used to say that he ended up delivering papers more often than I did."

2. Chip has broken

   a) Rule 9
   b) Rule 10
   c) Rule 13

Chip: No. Not me. Say, you have rules about eating things here?"

3. Chip has broken

   a) Rule 8
   b) Rule 9
   c) Rule 14

Mr. Griffin: "Griffin"

4. Which rule has Chip broken?

   a) Rule 6
   b) Rule 17
   c) Rule 19

Catherine: "You see, my aunt and uncle always let me stay with them for a week at their house on the lake. I would hate to miss it."

5. Which rule did Chip break?

   a) Rule 10
   b) Rule 14
   c) Rule 16

Answer Key for Objective 1

Interview One

1.	a)	Rule 1	1 point
2.	b)	Rule 11	1 point
3.	c)	Rule 13	1 point
4.	c)	Rule 9	1 point
5.	b)	Rule 9; d) Rule 14	2 points (one for each correct answer)

Interview Four

1.	a)	Rule 5; b) Rule 7; d) Rule 15	3 points (one for each correct answer)
2.	a)	Rule 13	1 point
3.	b)	Rule 9	1 point
4.	b)	Rule 17	1 point
5.	b)	Rule 14	1 point

Use the following scale for indicating achievement of the objective in your Instructor's Record Book.

11-13 points	Objective has been met
8-10 points	Objective has been partially met
0-7 points	Student has failed to meet objective

Role Play Assignment Cards

I. You are applying for a job as a door-to-door salesperson. The beginning salary is only $350 per month but you can expect a raise in 3 months if you do well. You want a job which pays at least $600 per month but you need money right now and cannot afford to keep looking around.

II. You are applying for a job as a clerk in a small store. The hours are from 3 p.m. to 11 p.m. The store is about 2 miles from your house and you don't have a car. However, the bus system in the area is very good and would take you within a block of the store.

III. You are applying for a job as an assembly line worker in an auto factory. The job pays $5.50 an hour to start. You must be willing to work long hours during some seasons, and you would have to work some weekends and nights.

IV. You are applying for a job as a cashier in a supermarket. The job requires quick thinking and some mathematical ability. It also requires you to have a pleasant personality and the ability to handle difficult customers.

V. You are applying for a job as a gardener's assistant. Your work will keep you outside almost all of the time and often requires hard work. Much of your work will be done very early in the morning and on weekends. The gardener will train you.

Questions for Simulated Interviews

1. Tell me a little about yourself.
2. Do you have any hobbies?
3. What was your last job? Why did you leave it?
4. What makes you think you would like this job?
5. What makes you think you are qualified for this job?
6. How do you feel about the pay and the working hours?
7. We have a lot of different types of people working here. How are you at getting along with others?
8. Have you ever been in trouble with the police or been arrested? If you have been, how can I be sure you have changed?
9. We expect our workers to be here on time every day. Is there any reason why you might have trouble getting to the job?
10. Do you have any questions you would like to ask me?
11. Thank the interviewee for coming in.

Materials To Be Used In

MODULE V

Area	Day	Audio-Visual	Optional	Printed Materials	Optional
1	1	On The Job Tape 3 "My Man, My Creep" Cassette Player		Job Survival Skills (Singer Workbooks) Job Survival Skills Kit: "Following Written Directions" (Comparison Form) On The Job (Instructions Manual) On The Job (Student Record Book)	
1	2	On The Job Tape 4 "Too Much Talk" Cassette Player		On The Job - (Student Record Books and and Instructions Manual) Notes from previous days activities	
1	3	Videotape Equipment		Notes on Tapes 3 and 4	
1	4	On The Job Tapes A1 and A2 Cassette Player		On The Job (Instructions Manual)	
1	5	On The Job Tape A2 Cassette		On The Job (Instructions Manual)	
1	6	Videotape Equipment		On The Job (Instructions Manual)	
1	7	Trouble at Work: Filmstrip "Hazing" Filmstrip/Sound Projector		On The Job (Instructions Manual)	
1	8	Videotape Equipment		Trouble At Work (Discussion Guide) Additional J.S.S. Materials for Objective 1	
1	9	On The Job Tapes 5 and 8 Cassette Player		On The Job (Instructions Manual) On The Job (Student Record Book)	
1	10	On The Job Tapes 6 and 9 Cassette Player		On The Job (Instructions Manual) On The Job (Student Record Book)	
1	11	On The Job Tapes 11 and 12 Cassette Player		On The Job (Instructions Manual) On The Job (Student Record Book)	
1	12	On The Job Tapes 13 and 14		On The Job (Instructions Manual)	
1	13	Videotape Equipment		Anything not yet completed	
1	14	Videotape Equipment On The Job Tapes A1, B1, B2, C and D Cassette Player		On The Job (Instructions Manual)	

Materials To Be Used In

MODULE V
(Continued)

Area	Day	Audio-Visual	Optional	Printed Materials	Optional
1	15	Same As Previous Day			
1	16	Videotape Equipment		On The Job (Instructions Manual)	
1	17	Trouble At Work: Failing to Communicate and Absenteeism Cassette Player		Trouble At Work (Discussion Guide)	
1	18 *	Videotape Equipment Any On The Job tapes you have not completed		Trouble At Work (Discussion Guide)	
1	19			How To Get A Job And Keep It	
1	20	Review Important Points Stressed in Modules 1-5		Any additional materials that were missed or that need reinforcement.	

MODULE FIVE

Table of Contents

	Page
Program Goal	1
Area 1 Goal and Performance Objectives	1
Area 1 Daily Lesson Plans:	
Day 1	3
Day 2	5
Day 3	6
Day 4	7
Day 5	8
Day 6	10
Day 7	11
Day 8	12
Day 9	13
Day 10	15
Day 11	15
Day 12	16
Day 13	17
Day 14	19
Day 15	20
Day 16	22
Day 17	23
Day 18	24
Day 19	25
Day 20	27
Suggested Discussion Questions for Module Five	29

MODULE FIVE

JOB MAINTENANCE SKILLS

Program Goal: To provide students with opportunities to learn and practice job maintenance skills, with primary emphasis on solving on-the-job conflicts.

Area 1 - Communicating and Cooperating with Co-workers and Supervisors

Area Goal: The goal of this area is to help students learn and practice skills in communication necessary for getting along on the job, understand the importance of meeting one's responsibilities, and explore various means of solving on-the-job conflicts.

Performance Objectives:

1. Students will be able to describe one on-the-job conflict with co-workers and at least one method which can be used to resolve it.

2. Students will be able to describe one on-the-job conflict with supervisors and at least one method which can be used to resolve it.

   Students working in teams of two to four will role play conflict situations for the class. (If necessary, scripts for these situations may be provided by the teacher.) To achieve these two objectives, students will observe the role play situations and select one involving co-workers and one involving workers and supervisors on which to focus. They will: (1) describe the conflict being demonstrated in each of the two situations selected and the conditions/events that elicited the conflict, and (2) describe for each situation at least one positive means by which the worker might resolve the conflict. The descriptions may be written or oral (to the instructor directly, or into a tape recorder.)

   (The instructor may use the tapes and filmstrips from Trouble At Work to demonstrate the conflict situations instead of having students participate in role play.)

   Achievement of these two objectives will be determined by the instructor who will certify that the student has completed items (1) and (2). In cases where the instructor does not feel the student has presented realistic or appropriate solutions to the conflicts, she/he should encourage the student to discuss his/her reasoning. The instructor should not, however, try to force his/her own values on the student.

3. Students will develop a Personal Action Plan indicating at least three actions which they as workers would take to help themselves adjust to a new working environment, co-workers, and supervisors; and describe the possible benefits of those actions.

Achievement of this objective requires students to list at least three actions they might take to help them meet their responsibilities on the job and avoid conflict-causing situations, and describe how each action is likely to help them meet these goals. Students may achieve the objective in writing or orally (to the instructor directly, or into a tape recorder).

Achievement of this objective will be determined by the instructor who will certify that the student has listed at least three actions and described how each action will help to adjust the worker to the new situation.

Activities for Module Five, Area 1

DAILY LESSON PLAN

NOTE: A great deal of flexibility has been built into the activities for this area, so that you may spend more or less than 20 days on it, depending on the needs of your students and the availability of videotape equipment.

DAY 1

Materials Required:
Chalk and chalkboard
Job Survival Skills workbook (one copy, for you)
Comparison form, "Following Written Directions," from Job Survival Skills kit
Pencils and paper for students
Lesson Tape 3, "My Man, My Creep" from On The Job
Cassette tape player
Instructor's Guide for On The Job
Student Record Books for On The Job (one for each student)

Teacher Preparation:
(1) Familiarize yourself with the material to be covered. Listen to Lesson Tape 3, "My Man, My Creep," from On The Job.

(2) Make sure you have available all of the required materials, including a cassette tape player.

(3) Make sure you know how to operate the cassette tape player.

10 minutes

I. A. Read or paraphrase for students the goal for this area.

B. Read or paraphrase for students the following: "One of the keys to getting along on the job is being able to communicate well with one's co-workers and supervisors. This involves listening as well as speaking. In working with supervisors, it is important to be able to interpret and follow the supervisor's oral directions. To give you practice in this, I will read you the directions for drawing a series of squares. Follow the directions as I read them to you, and draw the squares on your papers. Don't look at anyone else's paper. When you've finished, I'll show you a picture of what the squares you drew should look like."

C. Hand out paper and pencils to students who need them. Then read or paraphrase to students the directions on p. 17 of the Job Survival Skills workbook (titled "Following Written Directions").

D. After students have finished drawing, show them the picture of what they should have drawn (comparison form for "Following Written Directions"). Ask students if they had any problems following your oral directions, and lead any discussion of any problems students cite.

30 minutes

II. A. Introduce the On The Job tapes to students by reading or paraphrasing the "possible points to cover" specified in "How to Introduce the Course" on p. 7 of the On The Job Instructor's Guide.

B. Pass out the On The Job Student Record Books to students and tell them to write their names on the front. Tell them to write down in these books their answers to the questions asked on the tapes they will hear. Or if you do not want students to write in these books, have them write down their answers on a separate piece of paper. Answering the questions will help students learn the material presented, but you will not collect their papers or ask for their scores.

C. Play Lesson Tape 3, "My Man, My Creep" (running time 16 minutes). Before starting it, tell students that this tape deals with the type of co-worker who becomes a friend, and the type who is not to be trusted. While the tape is running, write on the chalkboard the main points highlighted by the narrator. Also take brief notes for yourself on the situations presented, to use in discussing the material.

If you like, allow students to ask you to stop the tape at any point for questions and discussion. Or you may want to stop the tape at times to emphasize certain points.

D. When the tape is finished, review with students the main points you wrote on the board. Tell students to take notes if they like. Lead any discussion required.

E. Give students a homework assignment of thinking about how they would handle each of the situations presented on the tape. Also have them think about whether they ever experienced situations similar to those presented, and how they acted in those real-life situations. Tell them to come to class tomorrow prepared to discuss positive ways of handling these situations.

Students may write down their thoughts and hand in their papers to you anonymously if they would rather not describe their experiences in class.

If time allows, begin the discussion today.

F. Collect the Student Record Books.

DAY 2

Materials Required:
Chalk and chalkboard
Pencils and paper for students
Lessons Tape 4, "Too Much Talk" from On The Job
Cassette tape player
Instructor's Guide for On The Job
Student Record Books for On The Job (one for each student)
Your notes from Day 1 on the situations presented on Lesson Tape 3

Teacher Preparation:

(1) Familiarize yourself with the material to be covered. Listen to Lesson Tape 4, "Too Much Talk," from On The Job.

(2) Make sure you have available all of the required materials including a cassette tape player.

(3) Make sure you know how to operate the cassette tape player.

10 minutes

I. Lead a discussion of how students would handle each of the situations presented on Lesson Tape 3 (if you did not have time for this yesterday; see II. E. from Day 1). Use your notes on those situations to refresh students' memory if necessary.

Also discuss students' own experiences in similar situations using students' anonymous written descriptions or their oral self-reports. Keep the discussions focused on positive ways of dealing with the situations.

30-35 minutes

II. A. Pass out the Student Record Books. Tell students that the tape they are about to hear deals with how to handle a co-worker who is always interrupting your work.

B. Play Lesson Tape 4, "Too Much Talk," (running time 14 minutes). While the tape plays, write on the chalkboard the main points highlighted by the narrator. Also take brief notes on the situations presented, to use in discussing the material. If you like, stop the tape at points which you or students would like to discuss.

C. When the tape is finished, review the main points you wrote on the board. Lead any discussion required. Ask students how they would handle each of the situations presented, and how they dealt with similar situations they themselves experienced. Keep the discussion focused on positive ways of handling each situation.

D. Give students a homework assignment of thinking of possible role plays they could videotape or present to the rest of the class (with another student) to take up where the situations on Lesson Tapes 3 and 4 ended, and to continue for a few more minutes to a positive resolution of the conflict situations presented on the tapes. Tell students that they will be doing role playing in class tomorrow (and that they will be videotaped, if you have videotape equipment).

E. Collect the Student Record Books.

DAY 3

Materials Required: Chalk and chalkboard
Your notes on the situations presented in Lesson Tapes 3 and 4
Videotape equipment if available

Teacher Preparation: (1) Familiarize yourself with today's lesson plan.

(2) Arrange to have the use of videotape equipment today if possible, and make sure you know how to operate it (or that another staff member will be available to run the equipment).

(3) Have the other required materials available.

45 minutes

I. A. Divide students into pairs. If there is an uneven number of students, work with one student yourself or have three students in one group. Have each team choose one of the situations presented on Lesson Tapes 3 or 4, and spend 5-10 minutes planning and practicing a role play, taking up where the tape situation ended, and proceeding for a maximum of 5 minutes to a positive resolution of the conflict presented.

Or students may create their own co-worker conflict situation, similar to or different from the types of problems presented on the

tapes. If they choose this option, they should role play how the conflict originates, as well as working toward a positive resolution.

B. If you have videotape equipment, have the pairs take turns videotaping and playing back their role plays. If you do not have this equipment, have the pairs take turns presenting their role plays to the rest of the class.

Lead a discussion of each role play, focusing on positive, nonhostile resolutions to the conflicts. List the conflicts and positive resolutions on the board if you like. Summarize the discussions.

DAY 4

Materials Required: Chalk and chalkboard
Discussion Tapes A1 and A2 from On The Job
Instructors's Guide for On The Job

Teacher Preparation:

(1) Familiarize yourself with the material to be presented. Listen to the situations to be played from the Discussion Tapes, and read "How to Administer Discussion Tapes" on p. 8 of the Instructor's Guide for On The Job.

(2) Run Tape A1 forward and have it set to begin at Situation B.

(3) Make sure you have available all of the required materials.

10 minutes

I. A. Introduce the On The Job Discussion Tapes to students by explaining that these tapes contain dramatizations of problem situations the new employee may encounter.

B. Read to students the two-sentenced description of Situation B, "The Adding Machine, " from Discussion Tape A1 (the two-sentence description is on p. 9 in the On The Job Instructor's Guide, immediately following the heading for Situation B). Write on the board the three "Points to Listen For," given on p. 9 for Situation B, and tell students to listen for these points as the tape is played.

C. Play Situation B, "The Adding Machine," from Discussion Tape A1 (Situation B begins on the tape at a point where the tape has run to

between 90 and 80 on the left, and 10 to 20 on the right. Running time for Situation B is less than 5 minutes).

15-20 minutes — II. Lead a discussion of the episode presented in "The Adding Machine," using the "Suggested Discussion Questions" for Situation B given on p. 9-10 of the On The Job Instructor's Guide. If necessary, prompt students with the possible answers given on p. 9-10, but try to use those answers only to get discussion started, not as the "right" or "only" answers. Also use questions from the list of "Suggested Discussion Questions for Module Five;" found on page 26 of this guide. Write on the board any points you wish to highlight.

10 minutes — III. A. Read to students the two-sentence description of Situation A, "Does the New Man Have to Get the Coffee?", from Discussion Tape A2 (the two-sentence description is on p. 11 in the On The Job Instructor's Guide, immediately following the heading for Situation A). Write on the board the four "Points to Listen for," given on p. 11 for Situation A, and tell students to listen for these points as the tape is played.

B. Play Situation A, "Does the New Man Have to Get the Coffee?" from Discussion Tape A2.

C. Give students a homework assignment of thinking about how to resolve, in a positive, nonhostile fashion, the conflict situation between Fred and Ron as presented on the tape.

DAY 5

Materials Required: Chalk and chalkboard
Discussion Tape A2 from On The Job
Instructor's Guide for On The Job

Teacher Preparation: (1) Familiarize yourself with the material to be presented. Listen to the situations to be played from the Discussion Tapes.

(2) Make sure you have available all of the required materials.

15 minutes — I. Lead a discussion of the episode presented yesterday in Situation A, "Does the New Man Have to Get the Coffee?", from Discussion Tape A2. Use the "Suggested Discussion Questions" for Situation A given on p. 11 of the On the Job Instructor's

Guide. If necessary, prompt students with the possible answers given on p. 22, but try to use those answers only to get discussion started not as the "right" or "only" answers. Also use questions from the list of "Suggested Discussion Questions for Module Five" found on page 29 of this guide. Write on the board any points you wish to highlight.

II. A. Read to students the four-sentence description of Situation C. "The Card Game," from Discussion Tape A2 (the description is on p. 12 in the On The Job Instructor's Guide, immediately following the heading for Situation C). Write on the board the five "Points to listen for" given on p. 12-13 for Situation C, and tell students to listen for these points as the tape is played.

B. Play Situation C, "The Card Game," from Discussion Tape A2 (Situation C begins on the tape at a point where the tape has run to about 90 on the left and 20 on the right).

II. Lead a discussion of the episode presented in Situation C, using the "Suggested Discussion Questions" for Situation C given on p. 12-13 of the On The Job Instructor's Guide. If necessary, prompt students with the possible answers given on p. 12-13, but try to use those answers only to get discussion started, not as the "right" or "only" answers. Also use questions from the list of "Suggested Discussion Questions for Module Five," found on p. 29 of this guide. Write on the board any points you wish to highlight.

NOTE: III. If you have additional time or want to vary the activities by substituting something different for one or more of the On The Job tape situations, present and lead a discussion of the following two problem situations. From interviews that CYA's Job Survival Skills project staff conducted with CYA parolees, these emerged as typical co-worker problems often resulting in job loss or serious incidents:

Situation 1: Co-worker is not doing his/her share of the work.

For example, two guys might be unloading a furniture truck. The co-worker is trying not to seem too obvious about it, but just isn't doing his share of the heavy work. Without putting-down the worker or provoking a fight, how does one deal with the sluggish co-worker?

Situation 2: Co-worker accuses you of not doing your share of the work.

(Same as 1, only the reverse. How do you handle the accusation?)

DAY 6

Materials Required: Chalk and chalkboard
Instructor's Guide for On The Job
Videotape equipment if available

Teacher Preparation: (1) Familiarize yourself with today's lesson plan.

(2) Arrange to have the use of videotape equipment today if possible, and make sure you know how to operate it. Or arrange to have another staff member available to run the equipment.

(3) Have the other required materials available.

45 minutes

I. A. Divide students into pairs. If there is an uneven number of students, work with one student yourself or have three students work in one group. Have each team choose one of the follow situations: (1) Discussion Tape A1, Situation B, "The Adding Machine"; (2) Discussion Tape A2, Situation A, "Does the New Man Have to Get Coffee?"; and (3) Discussion Tape A2, Situation C, "The Card Game." Then have students spend 5-10 minutes planning and practicing a role play, taking up where the tape situation ended, and proceeding for a miximum of 5 minutes to a positive resolution of the conflict presented. If students need their memories refreshed on the details of the three situations, read to them the brief descriptions of each from the On The Job Instructor's Guide; and review for them the class discussions of each situation.

If you have spent time discussing the two problem situations presented in Item III on Day 5, give students the option of choosing one of those as the basis for their role play.

Also give students the option of creating their own co-worker conflict situations, similar to or different from the types of problems presented in class. If they choose this option, they should role play how the conflict originates, as well as working toward a positive resolution.

B. If you have videotape equipment, have the pairs take turn videotaping and playing back their role plays. If you do not have this equipment, have the pairs take turns presenting their role plays to the rest of the class.

Lead a discussion of each role play, focusing on positive, nonhostile resolutions to the conflicts. List the conflicts and positive resolutions on the board if you like. Summarize the discussions.

NOTE: If you have additional time, the activities for Days 1-6 could be expanded to give students more practice at role playing positive resolutions to the conflict situations presented on the Lesson and Discussion Tapes. Rather than have students role play only one situation from the Lesson Tapes, and one from the Discussion Tapes, you could have them role play resolutions to each conflict situation presented (or create and resolve their own conflict situations, similar to the types of problems presented in each case).

DAY 7

Materials Required:
Chalk and chalkboard
Filmstrip and cassette tape for "hazing," from Trouble At Work
Filmstrip/sound projector or filmstrip projector and cassette

Teacher Preparation:

(1) Familiarize yourself with the material to be presented. Read the Introduction in the Discussion Guide for Trouble At Work. Also read synopsis (p. 5) and filmstrip script (p. 20-23) for "Hazing" in that Discussion Guide. Preview the filmstrip.

(2) Make sure you have available all of the required materials.

(3) Arrange to have the use of a filmstrip projector and cassette tape player for today's class, and make sure you know how to run them.

30 minutes

I. A. Show the filmstrip "Hazing" (running time 8 minutes).

B. Lead a discussion of the questions for "Hazing" on p. 8 of the Trouble At Work Discussion Guide. Also use the "Suggested Discussion Questions for Module Five" included in this guide on p. 29. Write on the board any points you wish to highlight.

II. Divide the class into pairs or slightly larger groups and have each group plan and practice a role play with begins where the filmstrip ended, and continues through a positive, nonhostile resolution of the problem presented in "Hazing." Tell them that they will be videotaping or presenting their role plays to the class the next day.

NOTE: There will be "waiting time" tomorrow for students, resulting from taking turns videotaping role plays and achieving Objective 1. You might want to ask students if there are any particular Job Survival Skills materials they would like you to bring to class tomorrow for them to work with during their "waiting time."

DAY 8

Materials Required:
Chalk and chalkboard
Discussion Guide for Trouble At Work
Videotape equipment if available
Additional Job Survival Skills materials for students to work with during "waiting time" (see I. B. below)

Teacher Preparation:
(1) Familiarize yourself with the lesson plan for today.

(2) Make sure you have the required materials and equipment available.

(3) Arrange for the use of videotape equipment today. Make sure you know how to run the equipment or arrange to have another staff member on hand to run the equipment.

40-45 minutes

I. A. Have student groups take turns videotaping and playing back, or presenting to the class, the role plays they worked on yesterday to resolve the conflict presented in "Hazing." Lead a discussion of each group's suggested resolution. Focus the discussion on positive, nonhostile solutions. Write on the board any points you wish to highlight. Summarize the discussion.

B. While the groups are taking turns videotaping their role plays, have individual students complete the requirements of Objective 1 as specified on p. 1 of this guide. Students may select any one of the co-worker conflict situations presented in class since the beginning of Module Five. Remember to record which students achieve the Objective.

Tell students who are not videotaping or working on Objective 1 to choose from the additional Job Survival Skills materials you brought to class today, and to work with those materials during their "waiting time."

NOTE: If you do not have the use of videotape equipment, students will be presenting their role plays to the class one right after the other, and there will not be "waiting time" during which students can work on completing the Objective 1 requirements. You may need to extend Day 8 activities into another day in order to have time for all students to achieve Objective 1.

(Optional) II. A. You may want to extend the role playing for one or more days by using one or more of the variations suggested in points 3b, c, d, and 4 on p. 12-13 in Trouble At Work Discussion Guide.

B. You could also invite local or other employers to come to class and discuss the types of conflict situations they have observed among co-workers, and positive ways of resolving those conflicts.

DAY 9

Materials Required:
Chalk and chalkboard
Lesson Tapes 5 ("Don't Blow Your Cool") and 8 ("Supervisors Are Human, Too") from On The Job
Cassette tape player
Instructor's Guide for On The Job
Student Record Books for On The Job (one for each student)
Paper and pencils for students

Teacher Preparation:
(1) Familiarize yourself with the material to be covered. Listen to Lesson Tapes 5 and 8.

(2) Make sure you have available a cassette tape player which you know how to operate.

(3) Make sure you have available all of the other required materials.

5 minutes I. A. Point out to students that for the past several days they have been working primarily on resolving problem situations with co-workers. Tell them that the focus of the next several days' activities will be on resolving conflict situations with supervisors.

B. Hand out the On The Job Student Record Books. Remind students that they have listened to On The Job tapes before, and that they are to write down their answers to the questions asked on the tape. Have them write their answers in the Student Record Books or on a separate piece of paper, whichever you prefer. Remind them that their papers will not be graded, but answering the questions will help them learn the material.

35-40 minutes

I. A. Tell students that the tape they are about to hear deals with how to handle yourself when someone gives you a hard time. Play Lesson Tape 3, "Don't Blow Your Cool" (running time 16 minutes). While the tape plays, write on the board the main points emphasized by the narrator. Also take brief notes on the situations presented, to use in discussing the material.

If you like, allow students to ask you to stop the tape at any point for questions and discussion; or you may want to stop the tape to emphasize certain points.

B. When the tape is finished, review with students the main points you wrote on the board, and lead any discussion required. Ask students how they would handle each of the situations presented on the tape. Also ask students if any of them have ever been in situations similar to those presented on the tape, and if so, how they handled them. (Students may write down their experiences and give you their papers for discussion anonymously if they wish.) Keep the discussion focused on positive, nonhostile ways of handling the various conflict situations.

C. Tell students to think about how they might role play resolutions to the conflict situations presented on the tape or from their own experience.

D. If time allows, play Lesson Tape 8, "Supervisors Are Human, Too" (running time 10 minutes). Introduce this tape by explaining that it shows the boss's side of the picture in problem situations. Again, write on the board the main points emphasized, and take notes on the situations presented, for use in discussing the material. Follow the discussion procedures outlined in B. and C. above.

E. Collect the Student Record Books.

DAY 10

Materials Required:
Chalk and chalkboard
Lesson Tapes 6 ("The Magic Words that Get You Fired") and 7 ("Excuses") from On The Job (also Lesson Tape 8, "Supervisors Are Human, Too" if you did not get to it on Day 9).
Cassette tape player
Instructor's Guide for On The Job
Student Record Books for On The Job
Paper and pencils for students

Teacher Preparation:
(1) Familiarize yourself with the material to be covered. Listen to Lesson Tapes 6 and 7.

(2) Make sure you have available a cassette tape player which you know how to operate.

(3) Make sure you have available all of the other required materials.

45 minutes

I. A. Hand out the Student Record Books.

B. If you did not have time yesterday to play or discuss Lesson Tape 8, "Supervisors Are Human, Too," do so now, following the procedures in II. D. of Day 9.

C. Play and discuss Lesson Tape 6, "The Magic Words that Get You Fired" (running time 12 minutes) following the procedures in II. A.-C. of Day 9. Introduce the tape by explaining that it deals with the type of thing you should never say to a boss.

D. If time allows, play and discuss Lesson Tape 7, "Excuses" (running time 13 minutes) following the procedures in II. A.-C. of Day 9. Introduce the tape by explaining that it discusses the right kind of excuse to give, and the kind that will only get you in trouble.

E. Collect the Student Record Books.

DAY 11

Materials Required:
Chalk and chalkboard
Lesson Tapes 11 ("Stick Up for Your Rights") and 12 ("Promotions") from On The Job (also Lesson Tape 7, "Excuses" if you did not get to it yesterday).

Cassette tape player
Instructor's Guide for On The Job
Student Record Books for On The Job
Paper and pencils for students

Teacher Preparation: (1) Familiarize yourself with the material to be covered. Listen to Lesson Tapes 11 and 12.

(2) Make sure you have available a cassette type player which you know how to operate.

(3) Make sure you have available all of the other required materials.

45 minutes

I. A. Hand out the Student Record Books

B. If you did not have time yesterday to play or discuss Lesson 7, "Excuses," do so now, following the procedures in II. A.-C. of Day 9.

C. Play and discuss Lesson Tape 11, "Stick Up for Your Rights" (running time 13 minutes) following the procedures in II. A.-C. of Day 9. Introduce the tape by explaining that it deals with fair and unfair gripes--the kinds a boss will and will not listen to.

D. If time allows, play and discuss Lesson Tape 12, "Promotions" (running time 12 minutes) following the procedures in II. A.-C. of Day 9. Introduce the tape by explaining that it discusses things a company takes into account when it gives promotions.

E. Collect the Student Record Books.

DAY 12

Materials Required:
Chalk and chalkboard
Lesson Tapes 13 ("Giving Notice") and 14 ("The Fast Exit") from On The Job (also Lesson Tape 12, "Promotions" if you did not get to it yesterday)
Cassette tape player
Instructor's Guide for On The Job
Student Record Books for On The Job (one for each student)
Paper and pencils for students
Your notes on the conflict situations presented in Lesson Tapes 5-8, and 11

Teacher Preparation: (1) Familiarize yourself with tht material to be covered. Listen to Lesson Tapes 13 and 14 from On The Job.

(2) Make sure you have available a cassette tape player which you know how to operate.

(3) Make sure you have available all of the other required materials.

45 minutes

I. A. Hand out the Student Record Books.

B. If you did not have time yesterday to play or discuss Lesson Tape 12, "Promotions," do so now, following the procedures in II. A.-C. of Day 9.

C. Although you want to encourage students to try to resolve conflicts rather than quit their jobs when problems arise, you might want to point out that leaving a job is sometimes the only positive resolution available.

D. Play and discuss Lesson Tape 13, "Giving Notice" (running time 14 minutes) following the procedures in II. A.-C. of Day 9. Introduce the tape by explaining that it discusses tips to help you when you decide to change jobs.

E. If time allows, play and discuss Lesson Tape 13, "The Fast Exit" (running time 14 minutes) following the procedures in II. A.-C. of Day 9. Introduce the tape by explaining that it discusses the wrong way to leave a job.

F. Five or ten minutes before the end of class, tell students that they will be doing role playing in class tomorrow (with videotaping, if equipment is available). Review for students the supervisor conflict situations presented on Lesson Tapes 5-8, and 11, using the notes you took. Give students a homework assignment of thinking of possible role plays to begin where the Lesson Tape situations end, and to continue for a few more minutes to positive resolutions of the conflict.

G. Collect the Student Record Books.

DAY 13

Materials Required: Chalk and chalkboard
Your notes on the conflict situations presented in Lesson Tapes 5-8, and 11
Videotape equipment if available

Optional, if you did not get to: Lesson Tape 14, ("The Fast Exit") from On The Job Instructor's Guide for On The Job

Lesson Tape 14 — Student Record Books for On The Job
yesterday. — Paper and pencils for students

Teacher Preparation:

(1) Familiarize yourself with today's lesson plan.

(2) Arrange to have use of videotape equipment today if possible, and make sure you know how to operate it. Or arrange for another staff member to be on hand to run the equipment.

(3) Arrange for the use of a cassette tape player if necessary.

(4) Make sure you have available all of the other required materials.

45 minutes

I. A. If you did not have time yesterday to play or discuss Lesson Tape 14, "The Fast Exit," hand out the Student Record Books and play the tape now. Follow the procedures in II. A.-C. of Day 9. Collect the Student Record Books at the end of the discussion.

II. A. Divide students into pairs. If there is an uneven number of students, work with one student yourself or have three students in one group. Have each team choose one of the situations presented on Lesson Tapes 5-8, and 11. Give them 5-10 minutes to plan and practice a role play, taking up where the tape situation ended, and proceeding for a maximum of 5 minutes to a positive resolution of the conflict presented.

Also give students the option of creating their own supervisor conflict situation, similar to or different from the types of problems presented on the tapes. If they choose this option, they should role play how the conflict originates, as well as working toward a positive resolution.

B. If you have videotape equipment, have the pairs take turns videotaping and playing back their role plays. If you do not have this equipment, have the pairs take turns presenting their role plays to the rest of the class.

Lead a discussion of each role play, focusing on positive, nonhostile resolutions to the conflicts. List the conflicts and positive resolutions on the board if you like. Summarize the discussion.

DAY 14

Materials Required:

Chalk and chalkboard
(Optional, if you did not finish all the role plays yesterday)
Videotape equipment if available
Discussion Tapes A1, B, B2, C, and D from On the Job
Instructor's Guide for On The Job
Cassette Tape player

Teacher Preparation:

(1) Familiarize yourself with today's lesson plan.

(2) Decide which of the following Discussion Tape Situations you want to present to the class during the next two or three days. Allot 20 minutes for playing and discussing each situation you choose. To help you decide, read the descriptions, "Points to Listen For," and "Suggested Discussion Questions" for each, found on pages 8-21 of the On The Job Instructor's Guide. Also listen to the tape situations:

Discussion Tape	Situations
A1	A - The Extra Work Assignment C - Do it Our Way
B1	A - Why Were You Late? B - The Wrong File C - Getting Fired
B2	A - That's Part of Your Job. B - You'd Better Get Up on Time! C - Too Many Days Absent
C	B - The Coffee Break C - The Man Who Didn't Follow the Safety Rules
D	A - Boss, I Found a New Job! B - Asking For a Promotion C - Do You Think I Should Quit?

(3) Make sure you have a cassette tape player available (and videotape equipment if you need to finish the role plays from yesterday). Make sure you know how to run the equipment.

(4) Make sure you have available all the other required materials.

45 minutes

I. A. If you did not have time yesterday to finish all of the role plays and discussion, do so now.

B. Introduce the Discussion Tapes by telling students that the tapes contain dramatizations of conflict situations which the new employee may encounter with supervisors.

C. Follow this procedure for each Discussion Tape situation you have chosen to present to the class:

1. Read to students the description of the situation, write on the board the "Points to Listen For," and tell students to listen for these points as the tape plays. (The descriptions and "Points to Listen For" in each situation are found on p. 8-21 of the On The Job Instructor's Guide.)

2. Play the tape situation.

3. Lead a discussion of the situation, using the "Suggested Discussion Questions" given for it in the On The Job Instructor's Guide, p. 8-21. If necessary, prompt students with the possible answers given in that Guide, but try to use those answers only to get discussion started, not as the "right" or "only" answers. Also use questions from the list of "Suggested Discussion Questions for Module Five," found on p. 29 of this guide. Write on the board any points you wish to highlight. Focus the discussion on positive, nonhostile ways to resolve the conflict situations presented.

4. Tell students to think about how they might role play positive, nonhostile resolutions for each conflict situation.

DAY 15

Materials Required: Chalk and chalkboard
Discussion Tapes A1, B1, B2, C, and D from On The Job
Instructor's Guide for On The Job
Cassette tape player

Teacher Preparation: (1) Familiarize yourself with today's lesson plan.

(2) Make sure you have available a cassette tape player which you know how to operate.

(3) Make sure you have available all the other required materials.

45 minutes I. Continue with the supervisor conflict situations on the Discussion Tapes, following the procedure described in I. C. for Day 14.

(If you do not get through as many of the Discussion Tapes as you would like, continue with them tomorrow.)

NOTE: II. If you have additional time or want to vary the activities by substituting something different for one or more of the On The Job tape situations, present and lead a discussion of the following problem situations. From interviews conducted with CYA parolees, by CYA Job Survival Skills project staff, these emerged as typical problems with supervisors:

Situation 1: false accusation

Several parolees told of situations in which they were suspected or accused of stealing money or goods from their place of work. If cash registers were short at the end of the day, or if certain stock had disappeared, and particularly if the boss or co-workers knew that the worker was an ex-offender, he/she would often be questioned about it. How the worker handled this situation (both emotially and verbally) often determined whether the job was kept or lost. (Of course, this assumes that the person was not at fault.)

Situation 2: boss asks you to do tasks which are not among your formal job duties

There are two varieties of problems here. One was when employers were actually taking advantage of the worker, and were frequently asking him/her to do tasks that were part of higher-paid positions. (E.g., one young man in San Jose was hired at minimum wage to do clean-up work at an auto body shop. His boss began to ask him to sand fenders and do the more skilled work, for which he should have a higher wage.) This is a difficult situation for a new worker to handle in an effective and self-respecting way.

The second type of situation is when a worker is asked to do a task which she/he feels to be "beneath" his/her job title. For example, a cashier in a store might be asked to sweep the floors or wash out the garbage cans. A number of questions arise from this situation: What would happen if the worker refuses any such attempt? How much of this type of work is "too much," that is, before a complaint is justified? What do you say to a boss if you feel she/he is making too many such requests?

Situation: 3 quitting

The job is unbearable, or perhaps you are going back to school or taking another job. How do you gracefully quit, and still stay "in good" with the employer and keep him/her as a good reference? (Some interviewees, we suspected, found ways of getting fired rather than being more honest and strategic by quitting. Some didn't know how to quit.)

DAY 16

Materials Required: Chalk and chalkboard
Instructor's Guide for On The Job
Videotape equipment if available

Teacher Preparation: (1) Familiarize yourself with today's lesson plan.

(2) Arrange to have the use of videotape equipment today is possible. Make sure you know how to operate it, or arrange to have another staff member available to run the equipment.

(3) Have the other required materials available.

45 minutes

I. A. Divide students into pairs. If there is an uneven number of students, work with one student yourself or have three students in one group. Have each team choose one of the Discussion Tape situations presented in class, related to conflicts with supervisors, and spend 5-10 minutes planning and practicing a role play, taking up where the tape situation ended, and proceeding for a maximum of 5 minutes to a positive resolution of the conflict presented. If students need their memories refreshed on the details of any of the situations, read to them the corresponding description from On The Job Instructor's Guide.

If you spend time discussing the three problem situations given in item II. on Day 15, give students the option of using one of those as the basis for their role play.

Also give students the option of creating their own conflict situation between employee and supervisor, similar to or different from the types of problems presented in class. If they choose this option, they should role play how the conflict originates as well as working toward a positive resolution.

Lead a discussion of each role play, focusing on positive, nonhostile resolutions of the conflicts. List the conflicts and positive resolutions on the board if you like. Summarize the discussions.

NOTE: You can increase or decrease the number of days you spend on the activities described for Days 9-16, by increasing or decreasing the number of On The Job tape situations you cover in class, and the amount of role playing.

DAY 17

Materials Required:
Chalk and chalkboard
Filmstrips and cassette tapes for "Failing to Communicate" and "Absenteeism" from Trouble At Work
Discussion Guide for Trouble At Work
Filmstrip/sound projector or filmstrip projector and cassette tape player

Teacher Preparation:

(1) Familiarize yourself with the material to be presented. Read the synopsis (p. 6) in the filmstrip script (p. 27-31) for "Failing to Communicate" in the Trouble At Work Discussion Guide, and the synopsis (p. 6-7) and filmstrip script (p. 33-39) for "Absenteeism" in that Guide. Preview both filmstrips.

(2) Make sure you have available all of the required materials.

(3) Arrange to have the use of a filmstrip projector and cassette tape player which you know how to operate.

20 minutes

I. A. Show the filmstrip "Failing to Communicate" (running time 5 minutes).

B. Lead a discussion of the questons for "Failing to Communicate" on p. 8-9 of the Trouble At Work Discussion Guide. Also use the "Suggested Discussion Questions for Module Five" included in this guide on p. 29. Write on the board any points you wish to highlight.

20 minutes

I. A. Show the filmstrip "Absenteeism" (running time 6 minutes)

B. Lead a discussion of the questions for "Absenteeism" on p. 9-10 of the Trouble At Work Discussion Guide, plus the questions on p. 29 of this guide. Write on the board any points you wish to highlight.

5 minutes

III. Give students a homework assignment of thinking of possible role plays for each of the filmstrips, to begin where the filmstrip ends and to continue through a positive, nonhostile resolution of the conflict situation presented. Tell them that they will be doing role plays for the filmstrips tomorrow.

DAY 18

Materials Required:

Chalk and chalkboard
Discussion Guide for Trouble At Work
Videotape equipment if available
Any On The Job Discussion Tape you did not have time to cover in class (see Day 14), or additional Job Survival Skills materials for students' reference during "waiting time"
(See I. C. below)
Cassette tape player

Teacher Preparation:

(1) Familiarize yourself with today's lesson plan.

(2) Make sure you have the required materials and equipment available. Maker sure you know how to run the videotape equipment, or arrange for another staff member to run it.

45 minutes

I. A. Divide the class into groups of two. If there is an uneven number, work with one student yourself. Tell the groups to choose one of the filmstrips they saw yesterday, and to spend 5-10 minutes planning and practicing a role play to begin where the filmstrip ended and to continue through a positive, nonhostile resolution of the filmstrip's conflict situation. If necessary, refresh their memories on the details of the filmstrip situations by reading or paraphrasing the synopses in the Trouble At Work Discussion Guide. Tell students to modify the characters as necessary (e.g., both characters in "Absenteeism" are women, so tell male students to role play men in those parts).

B. Have the groups take turns videotaping and playing back their role plays, or presenting them to the rest of the class.

Lead a discussion of each group's suggested resolution. Write on the board any points you wish to highlight. Keep the discussion focused on positive, nonhostile resolutions. Summarize the discussion.

C. While the groups are taking turns videotaping their role plays, have individual students complete the requirements of Objective 2, as specified on p. 1 of this guide. Students may select any one of the employee/supervisor conflict situations presented in class. Remember to record which students achieve the objective.

Tell students who are not videotaping or working on Objective 2 to choose from On The Job Discussion Tapes you brought to class today, or from the other Job Survival Skills materials, and to work with those during their "waiting time."

NOTE: If you do not have the use of videotape equipment, students will be presenting their role plays to the class one right after the other, and there will not be "waiting time" during which students can work on completing Objective 2 requirements. You may need to extend today's activities into another day in order to have time for all students to achieve Objective 2. Also, if you do use videotape equipment, you may need more than one day's class time to tape, play back, and discuss all the role plays.

(Optional) II. A. If you have additional time, you could have students role play resolutions to both filmstrip situations ("Failing to Communicate" and "Absenteeism").

B. You could also provide more opportunities for role playing by using one or more of the variations suggested in points 3b, c, d, and 4 on p. 12-13 in the Trouble At Work Discussion Guide.

C. To give a more "real world" feeling to the topic of employee/supervisor conflicts, you could invite local or other employers to come to class for individual or panel discussions of the types of employee/supervisor conflicts they have experienced, and positive, nonhostile ways of resolving those conflicts. This would be useful in helping students look at conflicts from the employer's point of view.

DAY 19

Materials Required: Chalk and chalkboard
How To Get A Job And Keep It (copies for yourself and each student)
Papers and pencils for students

Teacher Preparation: (1) Familiarize yourself with today's lesson plan and the materials to be presented.

(2) Make sure you have available all of the required materials.

15 minutes

I. A. Hand out copies of How To Get A Job And Keep It to students. Have them read, or you read to them, the "Tips on Your First Day on the Job" on p. 49 in that book. Lead any discussion required.

B. Have students read, or you read to them, "Keeping Your Job" and "Why People Lose Their Jobs" on p. 54-55 in How To Get A Job And Keep It. Emphasize sections. Lead any discussion required.

II. A. Tell students to think about jobs they have held in the past, or jobs they might hold in the future. Give them a few minutes to think about and jot down notes on: 1) problems they had on the job (e.g., getting to work on time, finishing assigned work, being asked to do work which they felt was not their responsibility); 2) actions they could take to help them avoid or overcome each problem; and 3) how each action is likely to help them avoid or overcome the problem. Write those three points on the board for students' reference as they work. Tell students who have not worked before to think about problems they think they might have once they do start to work, as well as actions to avoid or overcome them.

B. Ask for student volunteers to describe the following for the rest of the group:

1) One to three of the problems they had on the job or think they might have on the job

2) An action they could take to help them avoid or overcome each problem.

3) How each action is likely to help them avoid or overcome each problem.

Students may write down their responses and hand in their papers to you for anonymous discussion if they prefer.

Lead a discussion of each problem and action presented. Keep the discussion focused on positive actions which can help students meet

their job responsibilities and avoid conflict-causing situations. Remind students of positive actions discussed in other Job Survival Skills materials (e.g., On The Job Lesson Tape 5, "Don't Blow Your Cool," provides suggestions on dealing with supervisors in a positive manner). Write on the board any points you wish to highlight.

5 minutes

III. Use the following procedure to have students meet the requirements of Objective 3, as specified on p. 1-2 of the guide.

Tell students that Objective 3 requires them to develop a Personal Action Plan describing: 1) three actions they would take to help themselves adjust to a new working environment, and 2) how each action is likely to help them make that adjustment. Give them a homework assignment to think of at least three actions, which they plan to take when they start their next job, to help themselves adjust to their new working environment, their co-workers, and their supervisors. Also tell them to think about how each action is likely to help them meet their responsibilities on the job and to avoid conflict-causing situations.

Tell students to complete the homework assignment in writing, or to plan how they will describe their Personal Action Plan orally tomorrow (to you or into a tape recorder).

DAY 20

Materials Required:

Chalk and chalkboard
Tape recorder
Notes you have taken on points emphasized in Modules One through Five
Additional Job Survival Skills materials for students' reference during "waiting time" (See I. below)

Teacher Preparation:

(1) Familiarize yourself with today's lesson plan.

(2) Review the material covered in Modules One through Five. Take notes on points to emphasize during class review of the Job Survival Skills Program.

(3) Make sure you have the required materials available.

15 minutes

I. Have students hand in to you their Personal Action Plan if they completed last night's homework assignment in writing. Give students who did not complete their Personal Action Plan last night the following options:

1) Complete their Personal Action Plan in writing now.

2) Describe the components of their Personal Action Plan orally to you now.

3) Describe the components of their Personal Action Plan orally into the tape recorder now, for you to listen to later.

Whichever option students choose, make sure that their Personal Action Plan describes: 1) three actions they would take to help themselves adjust to a new working environment, and 2) how each action is likely to help them make that adjustment.

Record which students achieve Objective 3. Return the written papers to students for their future reference.

If there is "waiting time" while students take turns describing their Personal Action Plans orally to you or into the tape recorder, have the work with the additional Job Survival Skills materials you brought to class today.

II. Review with students the material covered in Modules One through Five, and lead any discussion required.

You may want to review the goals and objectives for each module.

Also review the positive resolutions presented and discussed during Module Five for conflicts with co-workers and supervisors.

Emphasize to students that the products they have worked on (e.g., resume, personal data sheet, Personal Action Plan) will be useful materials for them to refer to as necessary when they are job hunting or on-the-job.

Ask students if there are any other points they would like to discuss in addition to those you raised during the review. Discuss any points they raise, and answer any final questions.

If necessary, continue the review for another day.

Suggested Discussion Questions for Module Five

1. What are the events that caused the conflict?

2. Describe the employee's point of view.

   Why do you think the employee feels this way?
   What is your opinion of the employee's point of view and actions?

3. Describe the other person's point of view (employer, supervisor, co-worker).

   Why do you think that person feels as she/he does?
   What is your opinion of that person's viewpoint and actions?

4. What would you do if you were the employee in this situation? Why?

5. What would you do if you were the other person in this situation? Why?

6. Do you think the conflict had to get to the stage it did? Why or why not?

   Can you think of ways the conflict could have been avoided?
   Can you think of ways the conflict could be resolved in a nonhostile manner?